

Salisbury
STATE UNIVERSITY

Ref Desk



Graduate Catalogue
1998-2000

Salisbury State University

1998-2000 Graduate Catalogue

Salisbury, Maryland 21801-6860



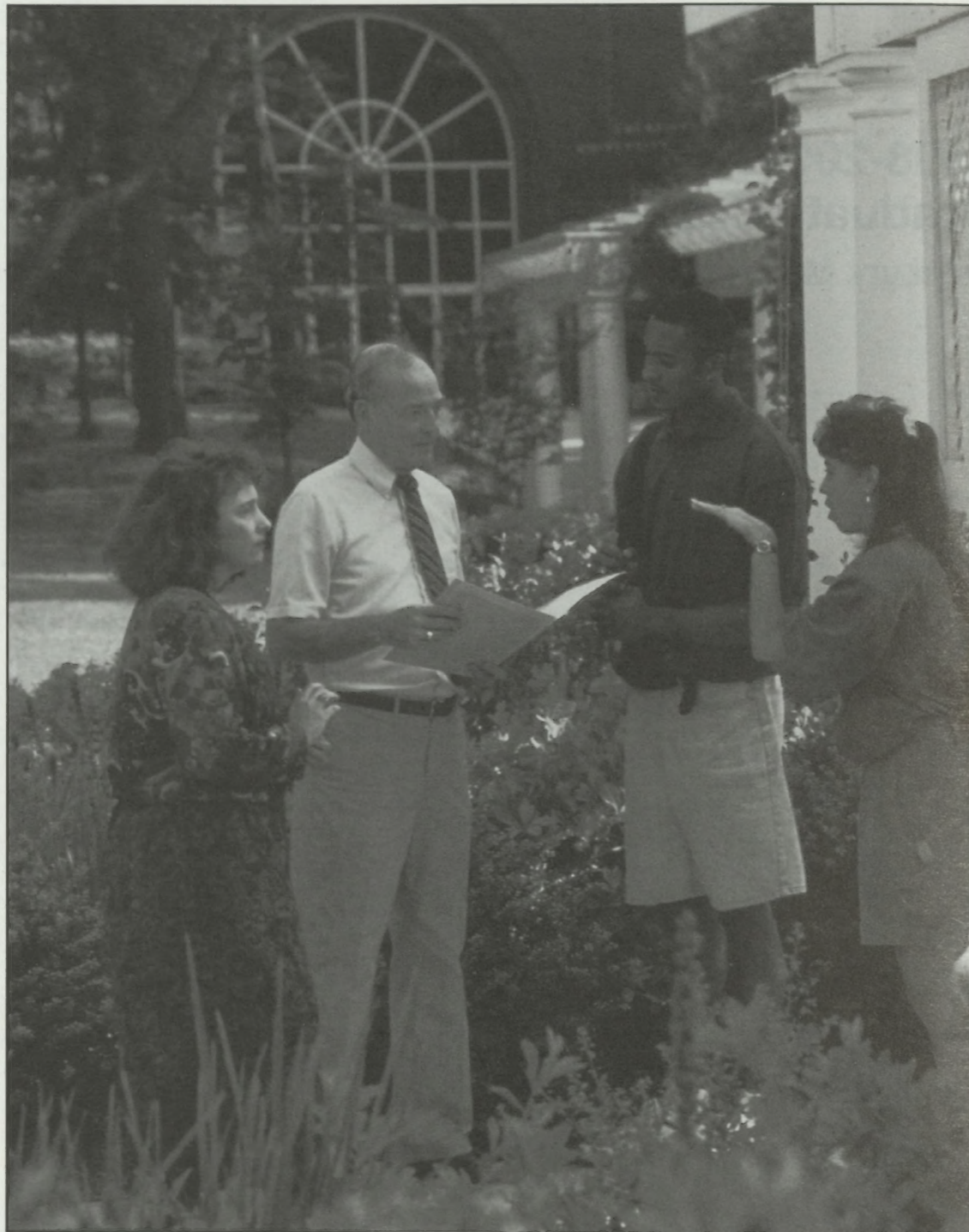


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General Information

Mailing Address

Salisbury State University
1101 Camden Avenue
Salisbury, Maryland 21801-6860

Specific correspondence should be addressed as follows:

Admission Dean of Admissions
Transcript of Record Registrar
Business Matters Vice President of Administration
and Finance
General Matters Director of Public Relations
Graduate Admission Dean of Admissions
Summer Sessions/Winter Term Registrar

Information about Salisbury State University, including a colorful photo tour, is available on the University's home page at the following Web site: www.ssu.edu.

Telephone Number

410-543-6000
FAX 410-543-6068
TTY 410-543-6083
1-888-543-0148

Catalogue Notice

This catalogue is a guide for information and not a contract. The University reserves the right to change requirements for degrees, prerequisites, fees, scheduling and related matters. All changes are implemented so that new curricular requirements will not work hardships on students who have entered under an earlier set of requirements. The *Schedule of Semester Course Offerings*, published biannually by the Office of the Registrar, provides the official list of University course offerings.

Family Educational Rights And Privacy Act

Under the provisions of the Family Educational Rights and Privacy Act, SSU provides student directory information without prior consent of students. Directory information includes a student's name, local address (if listed), date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height (of an athletic team member), dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended, as well as a listing of officers of student organizations (including names and addresses).

Students who want more or less than directory information released should notify the Office of the Vice President of Student Affairs, Guerrieri University Center.

Equal Opportunity Policy

It is the policy of Salisbury State University to provide equal employment and educational opportunities without regard to race, color, religion, national origin, sex, age, marital status, handicap or sexual orientation. More specifically, it is the University's policy to make decisions regarding educational opportunities and employment including recruitment, hiring, promotion and other terms and conditions of employment without discrimination. Inquiries should be directed to Affirmative Action Officer, Salisbury State University, 1101 Camden Avenue, Salisbury, Maryland 21801-6860. Telephone 410-543-6025.

Accreditations

Salisbury State University is accredited by the following groups and organizations:

American Chemical Society
American Medical Association Committee on Allied Health Education and Accreditation
Council on Social Work Education
International Association of Management Education (AACSB)
Middle States Association of Colleges and Schools
National Accrediting Agency for Clinical Laboratory Sciences
National Athletic Trainers' Association
National League for Nursing

Designations

Salisbury State University has the following designations:

Maryland State Publications Depository
Serviceman's Opportunity College
U.S. Government Selective Document Depository
American Association of Botanical Gardens and Arboreta

Memberships

Salisbury State University is a member of the following organizations:

American Association for Higher Education
American Association of State Colleges & Universities
American Council on Education
American Educational Research Association
College Entrance Examination Board
North Eastern Association of Graduate Schools
Council on Social Work Education
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education

University System of Maryland

Salisbury State University is a member of the University System of Maryland, which is comprised of 11 campuses, about 70 centers and institutes, and three other research and public service institutes.

University Calendar

The following dates are subject to change. Check the *Registration Bulletin* each semester for updated information.

FALL SEMESTER 1998

August 31 (Monday)
November 26-27 (Thursday-Friday)
December 11 (Friday)
December 14-18 (Monday-Friday)
December 20 (Sunday)

Classes begin
Thanksgiving vacation
Classes end
Final exams
Commencement

WINTER TERM 1999

January 4 (Monday)
January 26 (Tuesday)

Classes begin
Term ends

SPRING SEMESTER 1999

January 28 (Thursday)
March 22-26 (Monday-Friday)
May 14 (Friday)
May 17-21 (Monday-Friday)
May 22 (Saturday)

Classes begin
Spring break
Classes end
Final exams
Commencement

SUMMER SESSIONS 1999

June 1-July 2
July 6-August 6
June 21-July 29

Summer Session I
Summer Session II
Summer Session III

FALL SEMESTER 1999

September 1 (Wednesday)
November 25-26 (Thursday-Friday)
December 14 (Tuesday)
December 16-22 (Thursday-Wednesday)
December 19 (Sunday)

Classes begin
Thanksgiving vacation
Classes end
Final exams
Commencement

WINTER TERM 2000

January 4 (Tuesday)
January 27 (Thursday)

Classes begin
Term ends

SPRING SEMESTER 2000

January 31 (Monday)
March 20-24 (Monday-Friday)
May 16 (Tuesday)
May 18-24 (Thursday-Wednesday)
May 27 (Saturday)

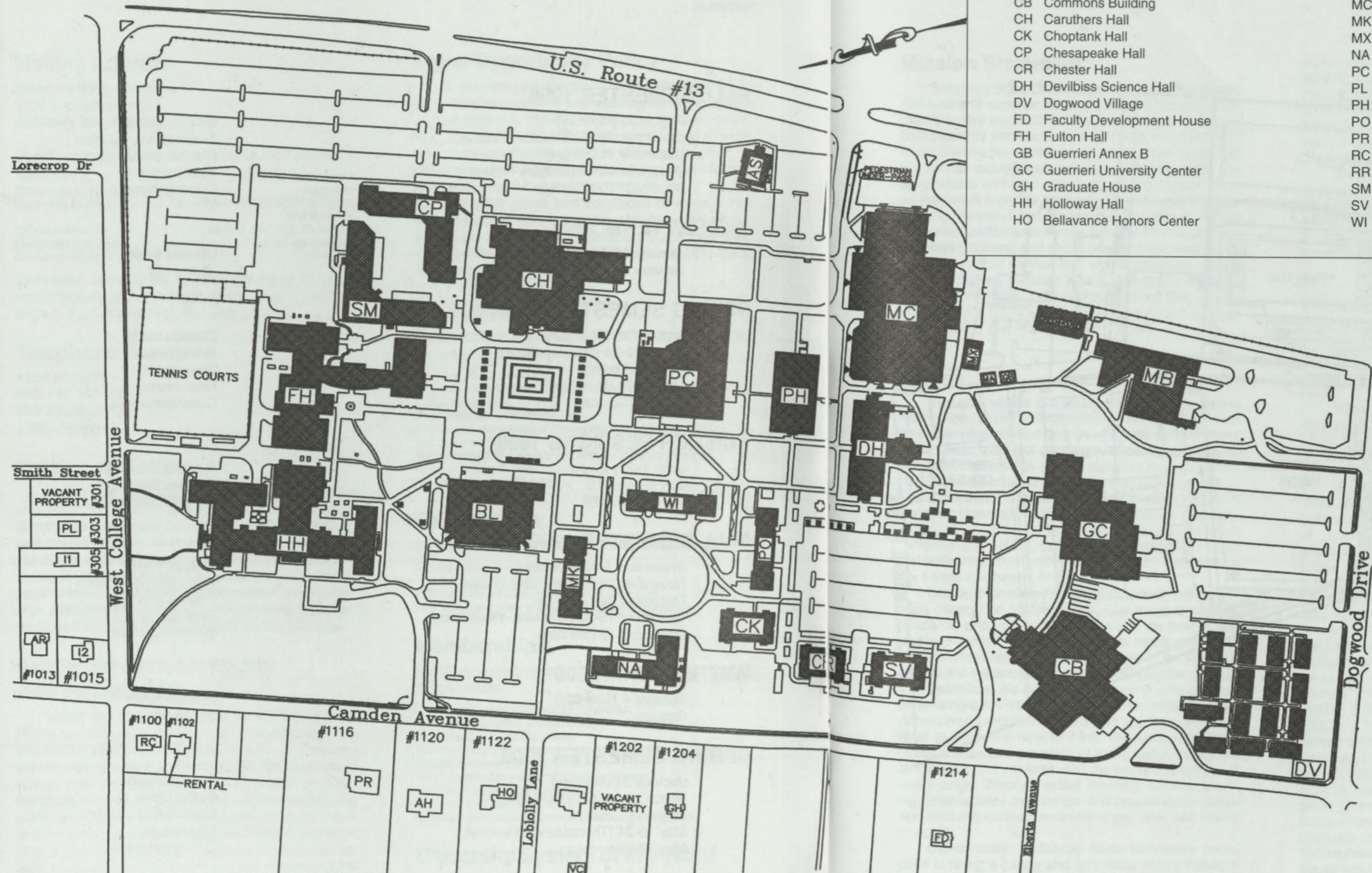
Classes begin
Spring break
Classes end
Final exams
Commencement

SUMMER SESSIONS 2000

May 30-June 30
July 5 - August 7
June 19 - July 28

Summer Session I
Summer Session II
Summer Session III

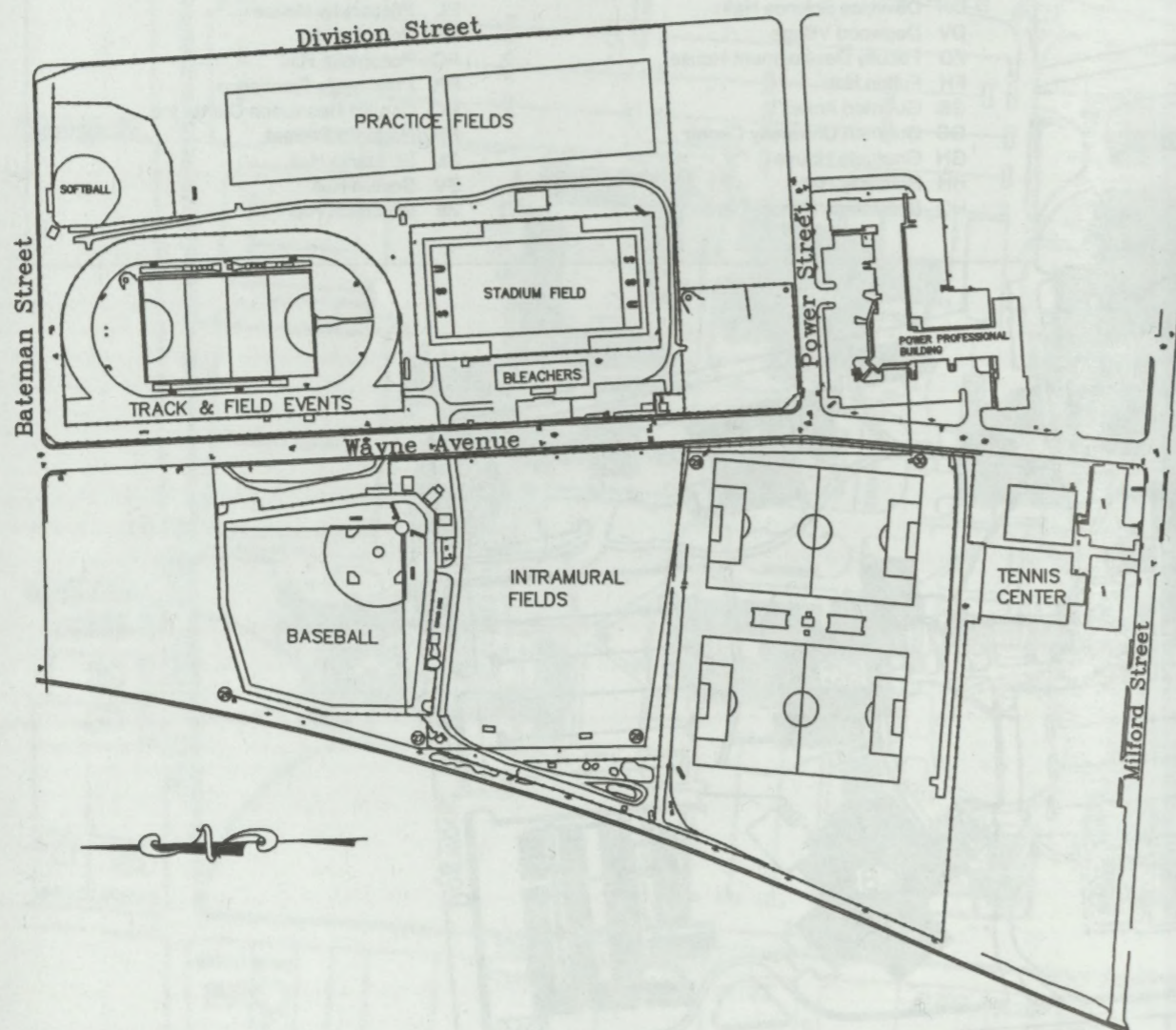
Campus Map



MAIN CAMPUS

AH	Alumni House	I1	International House #1
AR	Administrative Residence	I2	International House #2
AS	Administrative Services/Public Safety	MA	Maggs Annex A
BL	Blackwell Library	MB	Maintenance Building/Physical Plant
CB	Commons Building	MC	Maggs Physical Activities Center
CH	Caruthers Hall	MK	Manokin Hall
CK	Choptank Hall	MX	Maggs Annex
CP	Chesapeake Hall	NA	Nanticoke Hall
CR	Chester Hall	PC	Powell Center
DH	Devilbiss Science Hall	PL	Philosophy House
DV	Dogwood Village	PH	Potomac Hall
FD	Faculty Development House	PO	Pocomoke Hall
FH	Fulton Hall	PR	President's Residence
GB	Guerrieri Annex B	RC	Conflict Resolution Center Inc.
GC	Guerrieri University Center	RR	Regent's Retreat
GH	Graduate House	SM	St. Martin Hall
HH	Holloway Hall	SV	Severn Hall
HO	Bellavance Honors Center	WI	Wicomico Hall

East Campus



The University

Mission Statement

Salisbury State University's mission is to cultivate and sustain a superior, student-centered learning community where students, faculty and staff are viewed as both teachers and learners, and where a commitment to excellence permeates all aspects of University life. We recruit exceptional and diverse faculty, staff, undergraduate and graduate students and support them as they work together to reach the University's goals. Serving Maryland and the Mid-Atlantic region, we are concerned participants in responding to the educational, economic, cultural and social needs of our community and believe that service is a vital component of civic life. Our highest purpose is to empower our students with the knowledge, skills and core values that contribute to life-long learning and active citizenship in a democratic society and interdependent world.

Values

The core values of Salisbury State University are excellence, student-centeredness, learning, community, civic engagement and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live.

Excellence: Excellence, the standard against which all University activities and outcomes are measured, connotes the perfection and the quality for which we strive and hold ourselves accountable. We accept the notion that the quality of a university depends on the heads and hearts of those in it.

Student-Centeredness: Our students are the primary reason for our existence. Our focus is on their academic and individual success and on their health and well-being. We are committed to helping students learn to make reasoned decisions and to be accountable for the outcomes of the decisions they have made.

Learning: We believe that learning is fundamental to living a life with purpose in an increasingly inter-related world and that our role is to teach students not what to think, but how to think. The University introduces students to a system of ideas about the nature of humanity, the universe, and the world created by art and thought. Through active learning, service learning, international experience and co-curricular activities, students connect research to practice, and theory to action.

Community: Salisbury State University takes pride in being a caring and civil place where individuals accept their obligations to the group, learn through their interactions and relationships with others, where governance is shared, and where the focus is on the common good. We honor the heritage and traditions of the institution which serve as a foundation for future change.

Civic Engagement: The University stands as a part of, rather than apart from, the local and regional

community. Recognizing its history and traditions, we seek to improve the quality of life for citizens in the region. We believe it is our responsibility to enrich cultural life, enhance the conduct of public affairs and contribute to the advancement of the region. We seek to instill in our students a lifelong commitment to civic engagement.

Diversity: Salisbury State University views itself as a just community where there is respect for the value of global, societal and individual differences and commitment to equal opportunity. Diversity is purposefully cultivated as a way to strengthen and enhance our University community.

History

In 1922, the Maryland Legislature established a commission to determine a location for a two-year college on the state's Eastern Shore. A site at Salisbury was selected and the institution opened in September 1925.

The college's two-year course of study was increased to three years in 1931 and to four years in 1934. Following this, and by action of the Legislature of 1935, the College was authorized to grant the Bachelor of Science.

The academic program expanded in 1947 and in 1960, offering four-year programs in arts and sciences, providing students with a Bachelor of Arts or Bachelor of Science. The University continues to meet the increasing demands of society for quality education and today offers a variety of undergraduate programs in liberal arts, sciences and in the professional fields of business administration, education, medical technology, nursing, respiratory therapy and social work.

In 1962, the state board of trustees approved a graduate program leading to the Master of Education, followed with a Master of Arts in history (1971), a Master of Arts in English (1974), a Master of Arts in psychology (1975), a Master of Business Administration (1981), a Master of Science with a major in nursing (1982), a Master of Education with a major in public school administration (1994) and a Master of Arts in Teaching (1996).

In 1988, the state Legislature approved the name change from College to University. Today, Salisbury State University is a nationally accredited, four-year comprehensive university offering 38 distinct undergraduate and graduate degree programs in a friendly atmosphere that encourages close relationships between faculty and students.

Location

Salisbury State University is located on U.S. Route 13 at the southern edge of Salisbury, MD, which has a metropolitan population of 70,000 and lies 30 miles west of Ocean City, MD; 115 miles southeast of Baltimore,

MD, and Washington, D.C.; 125 miles south of Philadelphia, PA; and 125 miles north of Norfolk, VA.

Organization

Responsibility for the administration of the University is assigned to the president, who is appointed by the University System of Maryland Board of Regents. The president is assisted in the administration of the University by academic, student services and business administrators. Appointments to these positions, to other administrative offices and to the faculty and staff of the University are made by the president.

The Franklin P. Perdue School of Business, the Seidel School of Education and Professional Studies, the Charles R. and Martha N. Fulton School of Liberal Arts and the Richard A. Henson School of Science and Technology offer the University's curriculum. School deans, department heads and individual faculty members report to the provost in all matters pertaining to instruction.

The Franklin P. Perdue School of Business includes the faculties of accounting, business administration, economics and management information systems.

The Samuel W. and Marilyn C. Seidel School of Education and Professional Studies includes the faculties of education, military science, physical education and social work.

The Charles R. and Martha N. Fulton School of Liberal Arts includes the faculties of art, communication arts, English, history, liberal studies, modern languages (French, German, Spanish), music, philosophy, political science, psychology and sociology.

The Richard A. Henson School of Science and Technology includes the faculties of biology, chemistry, environmental health, geography and regional planning, mathematical and computer sciences, medical technology, nursing, physics and respiratory therapy.

Facilities

The **Administrative Services Building**, situated at the Route 13 entrance, houses the Administrative Services, Telecommunications, Work Experience and Public Safety offices.

The **Alumni House**, on Camden Avenue opposite the Holloway Hall entrance, serves alumni gatherings and houses the offices of Alumni Relations and Institutional Advancement.

The **Bellavance Honors Center**, on the corner of Camden Avenue and Lobolly Lane, has offices, classrooms and social gathering areas for students enrolled in the Thomas E. Bellavance Honors Program.

Blackwell Library is located near the center of the campus. In addition to book and periodical holdings, there are many special collections including government documents, a curriculum laboratory and the Maryland Room. The online catalog provides direct access to and borrowing privileges from the other libraries of the University System of Maryland.

Caruthers Hall, situated near Route 13 to the right of the University's main entrance, houses the Learning Center; department offices for social work and teacher education; classrooms; faculty offices; a 225-seat auditorium; and the Communications Center, which includes public radio station WSCL.

The **Center for Conflict Resolution Inc.**, based in the two-story red house on the southwest corner of

College and Camden avenues, provides the community with the means to replace adversarial and violent modes of resolving conflict with nonviolent, collaborative processes and techniques. Through the center, individuals and groups can learn to communicate constructively, thoughtfully and compassionately.

The center offers fee-based mediation and training to businesses, schools, hospitals, organizations and individuals on the Delmarva peninsula. Classes are taught in conflict resolution and mediation skills with the opportunity to teach these skills to children and youth in local schools.

The center also serves as the headquarters of the interdisciplinary conflict resolution and peace studies minor. The C. Phillip Bosserman Peace Library is on the main floor of the center and contains reference materials related to social justice, peace studies, conflict resolution and other relevant information.

The **Commons** is located on the south end of the campus with a walking link directly connecting it to the Guerrieri University Center. The food court provides 13 different food selections per meal. This beautiful building also houses the book store and the campus post office.

Devilbiss Science Hall is located at the south end of the campus mall. In addition to 22 classrooms and 27 offices, it contains laboratories for biological sciences, chemistry, geography and physics. Special features in this building are a theatre-lecture hall seating 224 and a greenhouse.

The **Faculty House**, situated on Camden Avenue across from Nanticoke Hall, is a forum for faculty meetings and professional gatherings. A large, partially secluded rear yard is also available for faculty events.

Fulton Hall, the newest academic facility on campus, contains a black box theatre; a photography studio and darkrooms; ceramics, drawing, graphic design, painting and sculpture studios; the faculty offices for the Art, Communication Arts and Music departments; an electronic piano room; practice and listening rooms for music students and orchestra; and choral rehearsal rooms. The departments of Sociology and Political Science, the Computer Center, the dean's office, general purpose classrooms, a lecture hall and the University Gallery are also located in Fulton Hall.

The **Galleries at Salisbury State University** extends the University's cultural commitment to the community. The University Gallery (Fulton Hall) and Atrium Gallery (Guerrieri University Center) comprise a regional, membership-supported free arts resource.

The **Graduate House**, on Camden Avenue across from the residence halls, features seminar rooms, quiet study areas, lounges and a computer room with four computers, modems and a laser printer.

The **Guerrieri University Center**, located on Dogwood Drive, includes a lounge, snack bar, convenience store, meeting rooms, games room, service desk, Vice President of Student Affairs Office, Career Services, Student Counseling Services, the Atrium Gallery, student radio station WSUR and offices of student organizations and of Multiethnic Student Services. An automated teller machine (ATM) is located just outside the north entrance.

Holloway Hall, the administrative office building of the University, contains most administrative offices; history, psychology and English faculty offices; some classrooms; and the Franklin P. Perdue School of Business. Holloway Hall also houses a modern 776-seat auditorium and the Social Room.

The **Indoor Tennis Center**, located on Milford

Street near the Power Professional Building, includes three tennis courts, lobby area, pro shop, showers and locker rooms. Recreational play, varsity team use, membership times and organized league play are available seven days a week throughout the year.

The **International House**, adjacent to the campus, serves as the residence for four students and provides a focal point for internationally oriented activities of international and native students, faculty and administrators.

The **International Students' Residence**, on the northeast corner of Camden and College avenues, provides residence-hall-style housing for seven international students and a house manager.

Information Technology is located on the first and second floors of Fulton Hall. The administrative computer system is a Digital Equipment Corporation VAX running the IASCT suite of products. Academic computing is supported on a Novell 4.11 network. The Novell network system provides GroupWise e-mail and Netscape Internet access across the campus. Seven general purpose PC and MAC computer labs are located in the following buildings: Fulton Hall, Devilbiss Hall, Guerrieri Center and the Power building. These labs provide a setting for instructing as well as open use to faculty and students.

The **Learning Center**, located in Caruthers Hall, provides a range of services for students needing academic assistance including diagnostic testing, individual and small-group tutoring, self-paced learning programs, and formal courses in basic skill areas of reading, writing, mathematics and study techniques. The center is open daily for walk-in or referral visits.

Maggs Physical Activities Center includes a large arena, swimming pool, dance studio, Nautilus room, strength room, classrooms, offices, large multipurpose gymnasium, three racquetball courts, varsity and intramural locker rooms, training room, equipment room and reception area.

The **Maintenance Building** houses the Central Stores and the motor pool.

Outdoor Athletics Facilities include a multi-use stadium; varsity fields for baseball, field hockey, soccer and softball; practice fields; an all-weather, 400-meter track; lighted intramural fields; two sand volleyball courts; and 12 tennis courts featuring plexi-pave surfaces with six lighted for night play. The baseball diamond features an AstroTurf infield, the only one in the state.

The **Philosophy House**, adjacent to campus on College Avenue, is home to the Philosophy Department, a small philosophy library, and classroom and study areas.

Potomac Hall houses classrooms, faculty offices and the Modern Languages Laboratory.

Powell Hall, near the center of campus, provides offices for financial aid and the Crossroads campus club.

The **Power Professional Building**, located by the athletics fields on the east campus, houses laboratories and offices for medical technology, nursing and respiratory therapy; offices for computer science, mathematics and military science; classrooms; a computer lab; and the Research Center for Delmarva History and Culture.

The **President's Residence** is situated on a 4 1/2-acre expanse, linked to the Alumni House and Bellavance Honors Center, opposite the Holloway Hall entrance.

The **Research Center for Delmarva History and**

Culture, formed by the merger of the Delmarva Historical Archives Center and the Folklore Archives at Salisbury State University, is dedicated to preserving the uniqueness of the history and culture of the Delmarva Peninsula. It is available to students at SSU, other scholars and researchers, and to the community at large. Collections include private papers, letters, diaries, business and land records, oral histories and folklife studies from and about the Delmarva Peninsula. The center is in the Power Professional Building and is open during the academic year and by appointment.

Residence Halls offer students a variety of living environments and lifestyle options. Pocomoke and Wicomico halls house freshman men, Manokin and Nanticoke halls house freshman women. Coeducational facilities include Chesapeake, Chester, Choptank, St. Martin and Severn halls. Dogwood Village, a modular housing complex, consists of 14 buildings, each housing 10 students in single rooms. The halls feature lounges offering television, conversational groupings and study areas as well as laundry and vending facilities.

Student Health Services, located in the south end of Holloway Hall, includes a waiting room, four treatment rooms, a combined utility room/laboratory and two offices.

Centers and Institutes

Project Management Group

The **Project Management Group (PMG)**, an entity of the Perdue School of Business, offers consulting services to a variety of clients including private businesses, government agencies, non-profit and community organizations. PMG works on applied research and analysis projects with an emphasis on market research through its **Mid-Atlantic Sales and Marketing Institute (MASMI)** and international business development through its **European American Business Institute (EABI)**.

The PMG runs the Eastern Shore office of the **Maryland Export Assistance Network (MEAN)**, a service of the Office of International Business—Maryland's Department of Business and Economic Development (DBED). MEAN provides companies in the eight Eastern Shore counties with international business, trade and investment assistance by combining local, state and federal resources.

Through the **Enterprise Development Group (EDG)**, the PMG acts as the "entrepreneurial arm of SSU," providing one-stop-shopping access to the University's technology, know-how and other outreach assets. The EDG is also the technical assistance center for all on-campus enterprise development activities. The group continually scans the external environment, identifies community needs, and brings individuals and/or campus outreach entities together with our partners in the community.

Business Resource Center

The Perdue School's **Business Resource Center (BRC)** supports economic development and business on the Eastern Shore of Maryland and, in a broader context, the Delmarva Peninsula. The BRC consists of three key organizations which cover the full spectrum of support to business and economic development:

The **Small Business Development Center**

(SBDC) is a joint federal (Small Business Administration) and state program and is part of a national network of centers. It provides expert counsel and training programs to small businesses and to individuals who want to start a new business. The SBDC serves all counties in Maryland's Eastern Shore and has offices in Wye Mills as well as Salisbury.

The **Perdue Center for Professional Development (PCPD)** provides quality education and training programs for regional business owners and other professionals using academic resources and existing business expertise. The PCPD administers the **Supervised Credit Program**, which provides consulting and other business support to all businesses on the Eastern Shore having federal loans (and some grants) provided under the Rural Development Center and the Maryland Neighborhood Business Development Program. Currently, there are 57 businesses in the program, which was established to improve the probability of loan repayment and, where possible, profitability beyond that anticipated at loan settlement. Another important aspect of this program is the development of a model for providing business support to federal loans.

The **Lower Shore Manufacturing Network (LSMN)** stimulates and facilitates the development, application and commercialization of existing and emerging technologies on the Lower Eastern Shore. The LSMN coordinates the efforts of the manufacturing and business community, the educational system and the government to meet economic development needs. The LSMN is operated under a grant from the Maryland Department of Business and Economic development and supports its Eastern Shore Office of Regional Response. The LSMN works in partnership with **Student Career Development** to build a working relationship between secondary and post-secondary schools in Wicomico, Worcester and Somerset counties and local manufacturers to develop a "homegrown" work force that will meet the companies' growing needs. Coordinating plant tours for teachers, staff and students, coordinating manufacturing ambassadors with teachers and their classes, placing student or teacher interns into the workplace and facilitating blended instruction into the curriculum are the primary goals of the program. Student Career Development is operated under a grant from the Maryland State Department of Education.

Alumni Association

The Alumni Association maintains ties with 22,000 alumni in all 50 states and several foreign countries. Many of these alumni are vigorous supporters of the University through the association.

The association's objectives are to develop and foster an abiding loyalty for Salisbury State University, to promote a professional and ethical spirit that will characterize SSU's alumni members, to encourage partici-

pation in all activities that pertain to the betterment and growth of the University, and to unite Salisbury State graduates and undergraduates.

The University Office of Alumni Relations serves as a liaison between the association, the University and alumni. For information, call 410-543-6042 (toll free at 888-729-2586) or e-mail alumni@ssu.edu.

Graduate Council

The Graduate Council is the policy-making and coordinating body for graduate study in the University. The Graduate Council recommends academic policies and procedures to the administration of the University and serves as an advisory board to review appeals on matters concerning the interpretation of regulations governing graduate study and the degree programs. The council approves all changes in the graduate curriculum, evaluates trends in graduate education, and makes recommendations to the administration concerning the mission of graduate education and the utilization of resources within the University to meet the needs of its graduate constituency.

The Graduate Council consists of the University provost, the dean of admissions and the registrar (all ex officio); one member from each of the graduate programs in education, English, history, psychology, business and nursing; one member elected at large from the graduate faculty of the Henson School of Science and Technology; and two members elected at large from the graduate faculty of those departments which do not have master's degree programs in the Fulton School of Liberal Arts and the Seidel School of Education and Professional Studies.

Graduate Student Association

The Graduate Student Association helps to promote social, academic and professional opportunities for all graduate students at Salisbury State University. The GSA also acts as a liaison between the Graduate Council (the administrative and graduate faculty governing body of graduate programs) and the graduate student body. The GSA works closely with the Graduate Council to promote quality programs and services for graduate students.

The Graduate Student Association at Salisbury State University is a member of the National Association of Graduate and Professional Studies and the Association for the Support of Graduate Students. It is open to all graduate students at the University. The campus address is Graduate Student Association, Salisbury State University, Campus Box 3076, Salisbury, MD 21801. The e-mail address is gsa@ssu.edu. Information on GSA meetings, activities and services for graduate students is available at the Graduate House, located at 1204 Camden Ave.

Student Life

General Information

Student programs and services exist at Salisbury State University to complement the academic mission of the institution, which is to develop graduates who assume their responsibilities as citizens. Recognizing that much of citizen development takes place outside the classroom through student programs, activities, organizations and services, professional staff focus on enhancing the teaching/learning environment for students and faculty, and on advancing the personal development of scholars.

These goals are accomplished, in part, by services, programs and staff in the offices of Student Affairs, Career Services and Student Counseling Services, Student Health Services, Guerrieri University Center, Multiethnic Student Services, Public Safety, Housing and Residence Life, Campus Recreation, University Dining Services, Athletics, Student Activities and Organizations, the New Student Experience program and Judicial Affairs.

Programs and Services

Blackwell Library

Blackwell Library is located near the center of campus. In addition to book and periodical holdings, there are many special collections including government documents, a curriculum laboratory and the Maryland Room. The online catalog provides direct access to and borrowing privileges from the other libraries of the University System of Maryland.

Book Rack

The Book Rack, located in the new Commons building, provides students with textbooks, required supplies and much more. Textbooks are available approximately two weeks prior to the first day of classes. Books incorrectly purchased may be returned for the full purchase price prior to the last day of drop/add only, provided they are accompanied by a valid cash register receipt, are clean (unwritten in) and resalable. All returns are subject to the discretion of the management.

The Book Rack caters to many of the students daily needs, carrying dorm items, school supplies, and general reading and reference books. Students are eligible to purchase computer software and hardware at educational prices and configured to run on the campus network. A wide variety of campus wear and gifts are offered to suit every taste. With proper identification, personal checks, VISA, MasterCard, American Express and Discover are accepted.

Campus Recreation

The Campus Recreation Office provides the entire University community the opportunity to participate in a variety of formal and informal activities which encompass team sports, individual and dual sports, out-of-class activities and competitive and noncompetitive activities. In addition to the obvious benefit of physical fitness, participants also obtain improved skills, new and lifelong friends, some self-satisfaction and enjoyment, lifelong leisure-time skills, and social and ethical qualities (cooperation, trust, regard for others, etc.). These objectives are consistent with the University's educational mission.

A high level of skill is not a prerequisite for participation in any activity offered through the Campus Recreation Office. Therefore, all current students, faculty and staff members are urged to take part in both intramural events and sports club activities.

More information and a calendar of events can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center.

Intramural Sports

Competitive sports are a desirable part of a student's program of education. The Campus Recreation Office offers nearly 30 different intramural events throughout the academic year. These events are organized competitions among individuals and teams. Leagues and tournaments are scheduled for each intramural event, utilizing student supervision and student officials.

Intramural activities include box lacrosse, five-on-five basketball, flag football, floor hockey, free throw contests, golf, NFL grid guessers, racquetball, sand volleyball, soccer, softball, sports trivia, tennis, three-on-three basketball, turkey trot, volleyball, walleyball, water polo, Earth Day 5K, three-point shoot-out and Turkey Trot 5K.

Sports Clubs

Sports clubs are a vital part of the campus recreation program and are designed to provide the University community with opportunities to participate in activities of special interest. Participation varies with trends and student leadership. Sports clubs include cycling, golf, ice hockey, martial arts, men's rugby, outdoor sailing, weightlifting, boxing, fencing, golf, men's lacrosse, field hockey, ultimate frisbee, women's rugby, men's volleyball and wrestling.

Recreational Facilities

Facilities available to all SSU students include a strength room, Nautilus center, dance studio, racquetball courts, pool, gymnasium areas, indoor climbing walls, indoor and outdoor tennis courts, playing fields, track and locker rooms. A schedule of open times can be

obtained in the Campus Recreation Office located in Maggs Physical Activities Center.

Career Services

Career Services provides instruction, consulting, advising, information, services and opportunities in the wide arena of career planning and development. Students at every stage in their college career, from entering to senior year, can avail themselves of such assistance through Career Services. Some of these services include:

- Career Information, Graduate and Job Fairs
- Career Interest Testing
- Computer-Assisted Career Exploration System
- Choosing/Changing a Major
- Resume Critiques
- Job Search Procedures
- On Campus Interviewing
- One-on-One Sessions

Center for Conflict Resolution Inc.

The Center for Conflict Resolution Inc., based in the two-story red house on the southwest corner of College and Camden avenues, provides the community with the means to replace adversarial and violent modes of resolving conflict with nonviolent, collaborative processes and techniques. Through the center, individuals and groups can learn to communicate constructively, thoughtfully and compassionately.

The center offers fee-based mediation and training to businesses, schools, hospitals, organizations and individuals on the Delmarva peninsula. Classes are taught in conflict resolution and mediation skills with the opportunity to teach these skills to children and youth in local schools.

The center also serves as the headquarters of the interdisciplinary conflict resolution and peace studies minor. The C. Phillip Bosserman Peace Library is on the main floor of the center and contains reference materials related to social justice, peace studies, conflict resolution and other relevant information.

Dining Services

University Dining Services (UDS) provides various dining experiences for the convenience of students, faculty, staff and the campus community at large, and offers dining selections that are varied, creative and nutritionally sound. Dietary counseling is available through the staff registered dietitian. UDS provides financial support for students through work experience as well as paid internships in conjunction with academic studies.

The Commons, the hub of activity of Dining Services, offers many different services satisfying many different tastes. The Marketplace provides kiosk service with varied menus including Mexican, Italian, Oriental and home-style cooking. The Bistro offers alternative dining at its finest with a varied menu and upscale desserts. Seating is available in five dining rooms as well as the Courtyard, which boasts an outdoor atmosphere. The special dinner Festival of Foods heightens the excellent daily bill of fare with specialty events.

The Gull's Nest located in the Guerrieri University Center, specializes in food "To Go." Open from 8 a.m.-9 p.m. with a specialized menu of hot entrees, sandwiches, burgers, fresh dough pizza and a complete salad bar. Dine in or take out!

Gull's Nest satellite food cart services are avail-

able in Holloway, Fulton and Caruthers halls and afford a variety of items including a hot daily special. The Sugar Shack sweet shop located adjacent to the Gull's Nest offers fresh baked goods and staff who are happy to take special orders. The Gull's Nest operates Monday-Friday and is available for special events coordinated through student organizations.

University Catering services to the campus community include everything from box meals to formal sit-down dinners as well as tent rentals. Catering also provides a work experience for students.

Disabled Student Services

In an effort to assist each student in reaching his or her full potential, Salisbury State University seeks to aid those students with special needs as they function in the classroom and live day-to-day on the campus. Students capable of academic success, regardless of their disabilities, are admitted to Salisbury State. Faculty and staff work cooperatively to assist students with special needs in their educational endeavors and adjustment to the campus community.

Salisbury State University is recognized as a barrier-free campus. Residence hall space for disabled students is available in six of 10 buildings.

Prospective students are encouraged to visit the University to become familiar with the campus and meet the support staff prior to making their final acceptance decision. The Student Affairs Office welcomes inquiries from students with special needs.

Eastern Shore Regional Safe Communities Center

The Eastern Shore Regional Safe Communities Center promotes alcohol and drug education by coordinating programming and prevention activities about alcohol, drugs, highway safety and related issues. The center also maintains a referral network for agencies that offer services related to alcohol and drug issues.

Funded through grants from the Maryland Department of Transportation and the Alcohol and Drug Abuse Administration, the center is a regional resource center offering audiovisual listings, printed materials, instructional aids, program support and training services to students, the University community and the Eastern Shore of Maryland. All services are free and confidential.

The center is located in Holloway Hall Room 022 (downstairs from Student Health Services).

Guerrieri University Center

The Guerrieri University Center supports the mission of the University by helping create and sustain an ambience where all members of our community, and students in particular, are provided the opportunity, encouragement and support necessary to better realize their potential as individuals and scholars. The center provides myriad opportunities for students, as well as others, to realize the many dimensions of the University mission statement, including clarity of expression, cultural diversity, responsible citizenship, social interaction and community service.

Guerrieri University Center facilities include lounges, quick service restaurant, meeting rooms, games room, service desk, the Student Affairs Office, Career Services and Student Counseling Services, Multiethnic Student Services, an art gallery, student

radio station WSUR and offices of student organizations. An automated teller machine (ATM) is conveniently located just outside the north entrance.

Information Technology

Information Technology is located on the first and second floors of Fulton Hall. The administrative computer system is a Digital Equipment Corporation VAX running the IA/SCT suite of products. Academic computing is supported on a Novell 4.11 network. The Novell network system provides GroupWise e-mail and Netscape Internet access across the campus. Seven general purpose PC and MAC computer labs are located in the following buildings: Fulton Hall, Devilbiss Hall, Guerrieri Center and the Power Professional building. These labs provide a setting for instruction as well as open use to faculty and students.

International Student Services

This office was created to address the needs of an expanding population of international students on campus. Services are coordinated by the Admissions Office and the international student advisor.

The Admissions Office completes the process of evaluation of international student credentials, academic placement in the University and formal admission to SSU.

The international student advisor is the United States Immigration and Naturalization Services' (INS)-designated school official to provide assistance in completing the various documents required to gain and maintain official approved status with the INS. She assists international students with cultural adjustment as well as personal and academic concerns through individual counseling and/or referral. Orientation to campus and the greater Salisbury area, health and insurance information, academic and personal counseling, as well as providing cultural programs to integrate international and American students, are all a part of introducing international students to their new way of life.

Additionally, there are two International Houses which serve as residences for 14 students. Both are adjacent to the campus and are under the auspices of the Housing and Residence Life Office. The International House, located on College Avenue, holds an International Students Services Office and is a home to the International Group, a social organization which supports students and helps them adjust to American culture. The same house provides a focal point for interests represented by international and native students, faculty and administrators. It is a location for many educational programs and social activities.

Multiethnic Student Services

The primary function of the Office of Multiethnic Student Services is to assist SSU's multiethnic student population with environmental adjustment tasks. Specifically, this is accomplished by maintaining open lines of communication with faculty and staff, and systematically assessing the needs and campus experiences of the student population.

Services and programs provided reflect Salisbury State University's ethnic students' interests and concerns, and serve to enhance the intellectual and multicultural experiences of all students.

Activities sponsored represent a part of an institutional commitment to create and foster an environment that values diversity while encouraging an appreciation and respect for differences.

Faculty Mentor Program

Faculty and staff are assigned to work as mentors to undergraduates, and provide guidance and enrichment opportunities.

Peer Mentor Program

Upper-class students are selected to serve as mentors and help new students adjust to the Salisbury State University campus.

Early Warning System

The Early Warning System (EWS) is a volunteer program designed to assist freshmen in their transition from high school to college. EWS helps students identify available resources, assists students in accomplishing their academic goals and in conducting self appraisal of their academic performance, and increases the contact between students and their professors.

African-American Visiting Scholars Program

This program is an effort on the part of the University and this department to bring to campus African-American scholars from an array of disciplines, exposing the faculty, staff and students to minority scholars who have made a tremendous contribution to academe.

Student Scholars Program

This program is designed to recognize those African-American students who have performed extremely well academically each fall and spring semester. Honorees are awarded a certificate and recognized as part of the Visiting Scholars program each year.

Resource Library

The African-American Resource Room is a repository of books, videos and magazines specifically oriented to the African-American experience. Faculty and students use it as a ready resource for research and information. Materials can be checked out by calling the Office of Multiethnic Student Services.

On-Campus Student Employment

Salisbury State University employs over 900 undergraduate and graduate students every year. Employment opportunities are offered to full-time students primarily to help defray University expenses. In addition, students enhance their academic pursuits by learning skills, responsibilities, habits, attitudes and processes associated with employment. The student work force is a viable addition to the University staff, enabling the institution to function efficiently on a daily basis.

Students selected for employment contract to work a maximum of 20 hours per week on campus. They are trained in their respective departments of employ and are evaluated at the end of their contract period by their supervisors.

The Work Experience Office also provides information regarding off-campus employment to students who are registered with the program. Area employers are aware of the wealth of services available to them via student employees and maintain regular contact with the Work Experience Office.

Post Office

The campus post office, located on the ground floor of the Commons, offers full postal service from 8 a.m.-5 p.m. Monday-Friday. Students pick up the combinations for their boxes at the window by presenting their campus identification cards.

Public Relations/Publications

Professional writers, editors, graphic designers, and media and public relations experts are available to assist students with publicity of significant achievements and community-oriented activities. Free media services include press releases, public service announcements, calendar listings, contacts, etc. For a small fee, design services are available for the production of brochures, newsletters, posters, programs, etc. Students can print from disk or hard copy on the office's color copier (price varies with job complexity). Both PC and Macintosh are supported. It is University policy that all contact with off-campus media, printers and public relations professionals come through PR/Publications, located on the second floor of Holloway Hall.

Public Safety

The Office of Public Safety, located in the Administrative Services Building, can be contacted 24 hours a day. Campus Police services include investigation of crimes and incidents on campus, response to emergencies, vehicle registration and parking enforcement, lost and found, and physical security of buildings.

This office annually publishes a Procedures, Policies and Services brochure, including campus crime statistics. Copies and crime prevention materials are available upon request.

Student Activities and Organizations

Participation in co-curricular activities is a vital part of students' education and college experiences. The Office of Student Activities and Organizations, located on the first floor of the Guerrieri University Center, is committed to assisting SSU students and organizations in assessing, planning, developing, promoting and evaluating meaningful environments conducive to personal, cultural, social, recreational and organizational growth. The office is a constant support network for students interested in the over 90 student organizations at SSU, and assists students in forming new organizations.

SSU's diverse organizations range from departmental clubs, such as the Education and History clubs, to student publications like *The Flyer* newspaper, *Evergreen* yearbook and *Scarab* literary magazine. There are also sports and special interest clubs, religious organizations and active student radio and television stations. Students have their own governing body in the Student Government Association and many different types of professional entertainment are provided by the Student Organization for Activity Planning (SOAP). The growing Greek system gives students the opportunity to consider membership in one of four national fraternities or four national sororities.

The Office of Student Activities and Organizations additionally provides a leadership institute through the "Leadership Spa & Fun Times Resort," maintains databases on organization officers and advisors, publishes handbooks on policies and procedures and on the student organizations, and produces the annual student leader recognition "Celebration of University Leadership" awards show.

Student Affairs

The Office of Student Affairs provides a variety of programs and services which complement the aca-

demie mission of the University and create opportunities for personal growth. Student services include Counseling, Career Services, Student Health Services, Public Safety, the Eastern Shore Regional Safe Communities Center, Guerrieri University Center, Housing and Residence Life, Student Activities and Organizations, Campus Recreation and Athletics, Multiethnic Student Services, and New Student Orientation.

Student Counseling Services

Student Counseling Services provides undergraduate students with programs to promote personal growth and academic success. Individual counseling is available to students who are coping with stress, academic challenges, relationship issues or most other types of personal problems. When appropriate, students may be referred to other SSU departments or community agencies.

In addition to providing individual counseling, SCS counselors also offer programs and workshops regarding issues of personal development and academic success. Typical workshops cover such topics as stress management and relaxation techniques, study skills, communication skills, time management, relationship issues, body image and smoking cessation.

To supplement its individual counseling and outreach services, Student Counseling Services offers a collection of audio and videotape resources on stress management, shyness, time management and study skills.

Student Counseling Services is located in the Guerrieri University Center Room 263. Appointments with counselors may be made in person or by telephone. All SCS counselors are certified. All counseling is confidential and free of charge to University students.

Student Health Services

Recognizing that good health is essential to effective learning, the University maintains a health service available to all full-time students (and part-time students who have paid a per semester fee). Student Health Services, located in the south end of Holloway Hall across from the library, provides confidential treatment of illness and injuries through a well-equipped facility and certified, experienced professional staff, including three registered nurses and three nurse practitioners with certification in university student health. Physician services are provided daily by Emergency Service Associates, a group of eight emergency room physicians, all board certified. Other services are available five minutes from campus at Peninsula Regional Medical Center which includes a modern 400-bed facility and an emergency room open 24 hours a day, seven days a week.

Inpatient care, i.e., 24-hour infirmary service, is not provided by Student Health Services; however, a nurse is "on call" on weekends (from Friday at 5 p.m. until Monday at 8 a.m.) via a pager system.

If a student contracts a contagious disease or acute illness, the family is notified and required to arrange for the student's care until recovery.

Prior to treatment in Student Health Services, each student is required to complete a health history form. An up-to-date immunization record is required of all students regardless of age. Failure to provide this information may result in the student being unable to register for classes.

The University assumes no financial responsibility for student care other than that provided by Student Health Services. Students are urged to carry their own accident and health insurance since the University is not legally responsible for accidental injuries and resulting medical expenses. Students are encouraged to continue with their parents' coverage or to seek advice from an independent broker.

In addition to clinical services, a wide range of co-curricular health promotion and educational programs are provided in a variety of campus settings.

Hours are posted each semester at Student Health Services.

Telecommunications

The Telecommunications Office handles all facets of campus telephone service. Each room is equipped with a telephone jack enabling residents, who need to provide their own phone, to contact other rooms on campus and to receive outside calls. To call off campus, local or long distance, students may set up an account with the Cashier's Office.

Veteran Affairs

The Veteran Affairs Office provides service to veteran students, eligible dependents and active duty personnel. These services include application procedures, counseling, financial management and vocational rehabilitation. Initial contact for implementation of benefits should be directed to Veteran Affairs Office.

Policies and Procedures

Sexual Harassment Policy

Commensurate with its mission as an academic institution of high quality, Salisbury State University encourages an atmosphere of physical, psychological and social well-being which offers all members of the University community an environment that provides opportunity to work, learn and develop with the human dignity that caring people bestow on one another. There is no place in such an environment for intimidation or harassment of any kind; and more specifically, the University considers sexual harassment of both employees and students to be unacceptable behavior.

Salisbury State University has defined sexual harassment as unwelcome sexual attention, requests for sexual favors and other verbal or physical conduct of a nature which constitutes harassment in the following situations:

1. Submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment or academic evaluation.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work/academic performance or creating an intimidating, hostile or offensive working and/or learning environment.

Vehicle Rules and Regulations

The University extends to students the privilege of driving and parking motor vehicles on the University campus. In return for this privilege, each student assumes the obligation of abiding by the rules and regulations of the University governing the use of motor vehicles on campus.

Each student who wishes to drive or park a motor vehicle on the campus must make application to do so at the time of academic registration. Application must also be made at any time following registration when a motor vehicle is brought onto the campus. A driver's license and state automobile registration card are required to register a vehicle.

Specific traffic rules and regulations are distributed to all students upon registration of a vehicle. It is the student's responsibility to thoroughly read and understand these regulations and to abide by them. Violations of the regulations will result in a fine and/or revocation of driving and parking privileges and/or possible impoundment of the vehicle at the student's expense. The University assumes no responsibility for the car and/or protection of any student's vehicle or its contents.

Vehicle registration is held in the Office of Public Safety, located in the Administrative Services Building, 410-543-6222, Monday-Friday, 8 a.m.-5 p.m. Special hours for evening students are held the first full week of school from 6-7:30 p.m., Monday-Thursday.

Graduate Study

Salisbury State University is approved for graduate instruction by the Middle States Association of Colleges and Schools and the Maryland Higher Education Commission. The University offers graduate programs leading to the Master of Business Administration, the Master of Education, the Master of Education with a major in public school administration, the Master of Arts in Teaching (in cooperation with the University of Maryland Eastern Shore), the Master of Arts in English, the Master of Arts in history, the Master of Arts in psychology and the Master of Science with a major in nursing. Graduate study is also available for teachers seeking advanced certification in school administration, and for post-baccalaureate students seeking graduate credit in both academic and professional areas.

During the fall and spring semesters, most graduate students enroll for courses offered during the University's evening program. This program consists mainly of courses meeting once weekly throughout the semester in either late afternoon or evening sessions of approximately three hours each. A limited number of courses open both to graduate students and advanced undergraduates is available in the regular daytime program. In addition, graduate study is available during the University's summer session and winter term. Residence hall accommodations are available to graduate students only during the summer session and winter term.

Requirements for admission to graduate study include a completed Application for Graduate Study, the application fee and official transcripts from all undergraduate institutions. Additional requirements vary by specific program.

Graduate Studies Mission Statement

The faculty and administration of Salisbury State University accept the responsibility of enhancing in graduate students the ability to obtain, understand and accurately assess information and ideas, to think reasonably and independently, and to speak and write intelligently and effectively.

Graduate education at Salisbury State University encourages students to expand knowledge and facility in their respective fields of study, and to embrace an ethos dedicated to the continued acquisition of knowledge and the pursuit of the intellectual ideal.

The graduate faculty of the University demonstrate the capabilities, experience, professional involvement, instructional performance, scholarly productivity and service essential for high quality. They further recognize that continual research activities and professional service are major contributors to the maintenance of graduate-level teaching competence.

The faculty believe that the substance and method of instruction and research must foster in students a disposition for responsible conduct characterized by integrity, fairness, respect for others, dedication to the pursuit of truth and a willingness to re-examine one's own convictions. One of the University's primary objectives is to foster in students a desire for excellence, a reverence for high principles and the ability to participate as informed, committed citizens in the public forum.

The University prepares graduate students to work confidently and effectively in their chosen career field and provides counsel, guidance and instruction appropriate to the requirements of graduate programs. Coherent thought, sound judgment and effective communication will be demonstrated by students in all areas of study.

Because students at every level of study have interests and needs beyond the scope of academic life, the faculty and administration provide and sponsor those services and extracurricular activities which are consistent with the goals and purposes of the institution in general and the graduate program in particular. Furthermore, the University is committed to the integration of graduate students into the social and cultural fabric of campus and community life.

Objectives

Graduate study at Salisbury State University provides baccalaureate degree holders with opportunities for professional advancement and personal enrichment. The graduate curriculum is designed to assist such students in attaining greater mastery of their fields of specialization, to improve skills in pursuing independent study, and to increase professional knowledge and ability through the study of new findings in areas of special interest.

The University recognizes an obligation to baccalaureate degree holders residing on the Delmarva Peninsula and strives to offer constructive coursework at the graduate level designed to meet their specific needs throughout the year.

Admission to Graduate Study

Applications for graduate study are considered for individuals who have completed requirements for the baccalaureate degree at a regionally accredited institution of higher learning or at an institution accredited by the Maryland Higher Education Commission. Students enrolled in their last semester prior to graduation for undergraduate study will be reviewed for admission provided their most current transcripts are available. Admission to graduate study will be granted contingent upon the completion of the undergraduate degree prior to entering graduate study at Salisbury.

Students seeking admission to graduate study may obtain application materials from the Admissions Office. A completed application will consist of the Application for Admission to Graduate Study, application fee and official transcripts from the baccalaureate granting institution and all institutions attended for graduate study.

Applicants must request that the registrar of their undergraduate institution forward an official copy of their undergraduate transcripts showing completion of all baccalaureate requirements, and must also request that the registrars of all previously attended graduate institutions forward official copies of graduate transcripts directly to the Admissions Office. Applications are reviewed upon receipt of all required materials and applicants are formally notified of their admission status.

Admission to graduate study does not constitute admission to a specific master's degree program. Students who have been admitted for graduate study but who have not been admitted to a specific master's degree program are considered non-degree students. Applicants seeking admission to a specific master's degree program must also complete requirements specific to that program. Upon admission to a master's degree program, applicants are considered degree-seeking students. Admission to the University is granted without regard to race, color, sex, religion or national origin.

Admission to a Master's Degree Program

Students whose application forms indicate an intent to pursue graduate study leading to a master's degree must meet the requirements for admission to the selected degree program. Students seeking information about a master's degree program should consult the "Graduate Degree Programs" section of this catalogue or address inquiries to the appropriate program director. The respective program directors will formally notify qualified students of admission to the degree programs and will select and assign faculty advisors to assist in formulating appropriate plans of study.

Non-Degree Students And Non-Degree Credits

Students who have been admitted to the University for graduate study but who have not been admitted to a specific master's degree program are considered non-degree students. Those students may enroll in graduate courses with the approval of the appropriate program director.

Once accepted for graduate study, graduate non-degree (GND) students may continue to enroll for graduate credit as long as all other academic regulations are satisfied. However, a maximum of nine semester hours of credit earned at Salisbury State University prior to formal admission to a master's degree program may be applied toward requirements for the degree.

Continuous Enrollment

Students admitted to graduate study must maintain continuous enrollment by completing at least one course every calendar year. Students who do not com-

plete at least one course each calendar year are automatically withdrawn from graduate study and must apply for readmission.

Readmission requires the resubmission of the Graduate Application Form and accompanying fee, but does not require the submission of any other documentation if the readmission is sought within seven years of initial admission.

Admission of International Students

International students who demonstrate graduate ability and proficiency in the English language may be offered admission. International students should submit all documents required for admission by May 1 for the fall semester and September 1 for the spring semester.

Documents required for admission are as follows:

1. Application for Graduate Study form
2. Official or certified true copies of all grade reports, diplomas and academic records
3. International Student Directory and Visa Information forms
4. Declaration of Finances form

All documents must be sent directly to the Admissions Office by the institution at which such work was completed. Documents not written in English must be accompanied by English translations.

International graduate student applicants are also required to have their credentials reviewed by professional, external evaluators identified by Salisbury State University. The appropriate forms for such review are sent to applicants early in the admission process. Generally, international students must be admitted as degree-seeking students before admission would be granted to the University.

In addition, applicants whose native language is other than English must take the Test of English as a Foreign Language (TOEFL) and have the results forwarded to the Office of Admissions. Information on the test dates and test centers for the TOEFL may be obtained by writing to Test of English as a Foreign Language, Box 899, Princeton, NJ 08540. A minimum of 550 on the TOEFL is required for admission.

Registrar's Office

The Registrar's Office, located on the first floor of Holloway Hall, is responsible for the registration of all courses and the maintenance of student records. The office publishes the *Registration Bulletin* each semester, containing class and final examination schedules.

Registration

To receive academic credit for coursework, students must be officially registered. Students must register during the periods indicated in the academic calendar. Late registrants are all required to pay a late fee. The University reserves the right to discontinue any course or course section for which there is insufficient enrollment. Students should refer to the *Registration Bulletin* for details regarding registration procedures and course offerings.

Graduate Credit During Senior Year

Salisbury State University undergraduates within six semester hours of completing requirements for the baccalaureate degree, who have a cumulative GPA of at least 2.75 (3.0 in business), and who have submitted the Application for Admission to Graduate Study and the application fee, may register for up to six hours of graduate credit to be taken concurrently with the remaining courses in the baccalaureate program, upon the approval of the appropriate program director or department chair. Graduate coursework taken under this arrangement cannot be applied to the undergraduate degree program.

Transfer Credit

On the recommendation of the faculty advisor and with the approval of the master's degree program director, a student may transfer up to nine semester hours (six in the Master of Arts in Teaching) of graduate credit from other regionally accredited institutions, subject to the following conditions: Credits proposed for transfer must be directly related to the student's program of study and must be approved by the program director, acceptable for graduate degree credit by the home institution and supported by an official transcript showing graduate credit earned with a grade of B or better.

Students planning to earn graduate credit at other institutions for possible transfer toward master's degree requirements at Salisbury State University must complete a Permission to Study at Another Institution Form and receive authorization from both the program director and registrar's representative. Students should provide a copy of the course description, course syllabus and the number of hours of course instruction, so that a decision can be made in advance regarding the acceptability of such credit for transfer. In each case, the student should make certain that the course is deemed graduate level by the institution from which the transfer of credit is expected.

Coursework earned through correspondence are not eligible for transfer. No credit will be awarded for any course completed without prior approval. Transfer credit completed more than seven years prior to the date of graduation will not be counted toward a graduate degree (see "Time Limitation"). Transfer credit that has been applied to one graduate degree may not be applied to a second graduate degree.

The cumulative grade point average of each student will be calculated *only* on coursework completed at Salisbury State University.

Inter-Institutional Registration

Credit earned through Inter-Institutional Registration with other University System of Maryland institutions will be accepted as credit earned at Salisbury State University. Coursework and grades earned will be applied toward graduation requirements at Salisbury State University, and will be counted in the SSU grade point average.

Graduate students who wish to participate in the Inter-Institutional Registration Program may register at SSU using the University System of Maryland Applica-

tion for Inter-Institutional Enrollment form available at the Registrar's Office. The policies and procedures for this program are also available at the Registrar's Office.

Faculty Advisory System

Upon admission to a master's degree program, students are assigned appropriate faculty advisors who help them develop a valid plan of study and recommend to the respective program directors those candidates who have met program requirements for the master's degree.

Students are ultimately responsible for formulating plans of study which satisfy University and master's program requirements, while meeting personal and professional goals. To develop and schedule such plans of study effectively, students should meet with their faculty advisors upon admission to the degree program, periodically throughout the program and at the start of the semester prior to the awarding of the degree. Where students and faculty advisors agree on deviations from the prescribed programs of study, such changes must be approved in writing by the advisor and program director.

Catalogue Selection

Students admitted to master's degree programs are generally allowed to satisfy graduation requirements as stated in any single *Graduate Catalogue* of the University that satisfies all of the following conditions:

1. The catalogue selected is in effect for the semester of the student's formal admission to a master's degree program, or any subsequent catalogue in force while enrollment within the program is maintained, provided it does not predate the student's year of graduation by more than seven years.
2. The catalogue selected meets all requirements imposed by external agencies.
3. The catalogue does not require the University to retain and/or provide discontinued policies, curricula, special facilities or resources unnecessary for the completion of the existing academic program.

Time Limitation

All work toward the master's degree (including transfer credits and thesis, if applicable) must be completed within seven calendar years from the end of the academic term in which such work began. Transfer credit taken more than seven years prior to the date of graduation will not be counted toward a graduate degree.

Course grades remain in effect for seven years. After seven years, grades are recorded with the prefix of "I" to indicate they are "Inactive" and are no longer applicable to the graduate program or calculated into students' grade point averages.

Course Load

The unit of credit is based on the semester system. The minimum course load for a graduate student attending full time is nine credit hours per semester (six hours for a graduate assistant). Requests for course

loads in excess of 12 hours per semester must be approved by the program director. Six hours is considered a full-time course load during summer sessions or winter term. Requests for course loads in excess of nine hours for summer sessions or six hours for winter term must be approved by the program director.

Class Attendance

Students are expected to attend all class meetings of courses for which they are registered, unless informed otherwise by the instructor concerned. Frequent unexcused absences, together with unsatisfactory work due to absence, may result in exclusion from the course.

Course Numbering System: Graduate Credit

Courses at the 500 and 600 levels offer graduate credit exclusively. Courses at the 400 level appearing in this catalogue may be taken for graduate or undergraduate credit. Graduate students enrolled in such courses are expected to do graduate-level work and to meet requirements more rigorous than those established for undergraduates. It is the responsibility of the individual instructor to define precisely the quality and quantity of work expected from members of classes, both graduate and undergraduate.

Grading System

A four-point grading system is used to identify the quality of academic work. The grade of A carries 4.0 quality points per credit hour, B+ carries 3.5 points, B carries 3.0 points, C+ carries 2.5 points, C carries 2.0 points, D carries 1.0 points and F carries no points. A cumulative grade point average of 3.0 on all work taken in pursuit of degree requirements is required for graduation.

Students are allowed to have no more than six credits below a grade of B in their program. Excluding courses which may be repeated for additional credit, only one course may be repeated once within a student's degree program.

Grades will indicate academic achievement as follows:

Grade	Quality Pts.	Evaluation
A	4.0	Excellent
B+	3.5	Very Good
B	3.0	Good
C+	2.5	Below Standard
C	2.0	Unsatisfactory
D	1.0	Poor; no credit toward degree allowed
F	0.0	Failure
AU	0.0	Audit; approved attendance without credit
I	0.0	Incomplete
IP	0.0	In Progress; used for grading on-going projects and independent studies; will be converted to letter grade upon completion
NR	0.0	Grade not reported by instructor

Grade	Quality Pts.	Evaluation
W	0.0	Withdrawal
WP/WF	0.0	Withdrawal Passing/Withdrawal Failing
R	0.0	Repeated Grade; preceding a grade denotes that the course has been repeated
I	0.0	Inactive Grade; preceding a grade denotes that the grade is not calculated in the GPA and cannot be applied to the graduate program

The symbol "I" denotes non-completion of course material for reasons beyond the student's control and is assigned only if the course deficiencies result from unavoidable circumstances. This symbol generally becomes a grade of F if the work is not made up prior to midsemester of the next full semester for which the student is enrolled, or at the end of one calendar year, whichever is earlier.

The symbol "W" denotes that the student officially withdrew from a course or from the University during the schedule adjustment period of the term or semester for which the course was registered. (For specific dates, students should refer to the University's "Academic Calendar.") For students who withdraw from the University after these deadlines, the symbols "WP" or "WF" are assigned to denote the students' achievement status at the time of withdrawal. However, for students who withdraw from only a part of their course load after these deadlines but who remain registered for at least some part of their original course load, a grade of F will be recorded for each course dropped.

Auditing Courses

Full tuition and fees must be paid for audited courses. Audited courses may not be counted as part of the students' load, and may not be applied toward the completion of any program requirement or toward the master's degree. Changes in registration, to or from audit, are permitted only during the drop/add period. Students auditing courses are expected to attend classes or laboratories in accordance with the established class attendance policy. Students who do not attend class will receive a grade of "W."

Repeating Enrollment

Students may not receive credit more than once for courses which cover the same content. Therefore, while students may repeat courses to improve their grades, students can earn only one grade per course. When a student repeats a course to earn a new grade, the last grade received for the course (whether that grade is higher or lower than the original grade) is used to compute the student's cumulative grade point average.

In some instances students may repeat special topics courses offered under like course codes if allowed by the department.

Academic Standards

To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 on all graduate courses. Students whose cumulative average falls below 3.0 will be placed on probation. Dismissal from graduate study and a master's degree program is automatic if the grade point average is not restored to 3.0 by the time of completion of the next nine hours of credit following the semester in which the student drops below 3.0. Students in graduate degree programs will be informed of probationary status or dismissal by the school dean. Non-degree students will be informed of probationary status or dismissal by the provost.

In exceptional circumstances, a student dismissed for academic deficiency may be considered for readmission to the program from which dismissal occurred or to another master's degree program. *In no case will such readmission for graduate study be granted prior to one calendar year following the term of dismissal.* Such a student must submit the appropriate application form to the Admissions Office at least 90 days prior to the term for which admission is desired. In each case, *the application must be accompanied by a letter showing reasons for lack of previous academic success and indicating reasons why acceptable academic performance might be expected in the future.* Decisions on such applications will be made by the program director offering the degree program to which admission is requested.

Appeal Process

Students may appeal decisions made under the academic policies and regulations set forth in this catalogue. Prior to initiating the appeal process, students should confer with their faculty advisor. The appeal process is initiated upon the written request of the student. A program related appeal is heard first by the program director. A classroom-related appeal is heard by the instructor. The appeal process proceeds from department chair to school dean to the provost, then finally to the president.

Academic Dishonesty

The University expects all students to conduct themselves in accordance with the highest standards of personal integrity and academic honesty.

It is each faculty member's responsibility to maintain the standards of academic honesty in all matters related to the faculty member's coursework. The term "academic dishonesty" means a deliberate and deceptive misrepresentation of one's own work. Misrepresentations include but are not limited to the following:

1. Plagiarism: presenting as one's own work, whether literally or in paraphrase, the work of another.
2. Cheating on exams, tests and quizzes: the wrongful giving or accepting of unauthorized exam material and the use of illegitimate sources of information.
3. Illicit collaboration with other individuals in the completion of course assignments.
4. Use of fraudulent methods in laboratory, studio, field work or computer work.
5. Other willful and deliberate acts generally recognized as being dishonorable and dishonest.

Procedure for Handling Cases of Alleged Academic Dishonesty

STEP 1: Faculty Action

Individual faculty members deal directly with any cases of academic dishonesty which arise in the faculty member's coursework. If a faculty member suspects a student of academic dishonesty, the faculty member first advises the student of the accusation before imposing a penalty, allowing the student an opportunity to question the accusation. The faculty member may then impose an appropriate written sanction, reflecting the seriousness of the act and ranging from an informal warning to, but not greater than, the issuance of a grade of F for the course and/or removal from the course. If the faculty member issues a grade of F for the course, notification of the action must be sent to the University judicial officer. If the faculty member feels the case warrants punishment beyond the issuance of an F grade for the course and/or removal from the course, the faculty member may appeal to the University judicial officer (described in Step 3 below), provided that the faculty member requests such appeal within five calendar days of the faculty member's meeting with the student.

STEP 2: Student Action

A student who is accused of academic dishonesty by a faculty member may either accept the penalty imposed by the faculty member or request a conference with the University judicial officer in the Office of the Vice President of Student Affairs. The request for a conference shall be made within five calendar days of the student's receipt of the written sanction referred to in Step 1 above.

STEP 3: Conference with the Judicial Officer

If, in the judgment of the faculty member, the alleged act of academic dishonesty warrants extreme sanctions, the faculty member may request that the matter be brought before the University judicial officer for consideration and recommendation for disposition, as provided for in Step 2 above. Similarly, if the student wishes to appeal the decision of the faculty member (as outlined in Step 2 above), the student may request a conference with the University judicial officer for consideration and recommendation for disposition.

In the event that either the faculty member or the student desires a conference concerning the matter, the University judicial officer shall meet with the parties concerning the matter, give consideration to differing views and make recommendations for disposition.

In the event that either the faculty member or the student desires a conference concerning the matter, the University judicial officer shall meet with the parties concerning the matter, give consideration to differing views and make recommendations for disposition.

STEP 4: Formal Hearing, University Judicial Board

After conferring with the University judicial officer, the faculty member or the student may appeal to the University Judicial Board within five calendar days of such conference. The University Judicial Board shall convene to consider the appeal and render a decision.

Financial Assistance

A limited amount of financial aid in the form of graduate assistantships from the University and grants

from the Maryland Diversity Grant Program is available each year to selected graduate students. The William D. Ford Direct Loan Program is available to graduate students who are matriculated in a master's degree program and enrolled in at least six credit hours per semester. To apply for the loan, submit the FAFSA (Free Application for Federal Student Aid) for the appropriate academic year. Information concerning such assistance may be obtained from the Financial Aid Office.

Graduate Assistantships

Each year Salisbury State offers a number of graduate assistantships on a competitive basis. Information and application forms may be obtained from the Admissions Office, Registrar's Office, school deans or graduate program directors. Completed forms, including required supporting documents, should be returned to the appropriate dean(s) or graduate program director(s) as early as possible preceding the academic year or semester for which the appointment is sought.

All graduate assistants will be eligible to receive a salary and tuition waiver. Current salaries are \$3,350 for teaching assistants and \$2,500 for other assistants. Graduate assistants must enroll for a minimum of six credits, but no more than nine per semester will be covered by the tuition waiver. Tuition will be waived only for courses applicable toward master's degree requirements. The waiver of tuition does not include waiver of fees.

Assistantships are generally awarded for one semester, beginning in the fall, and may be continued in the spring semester, based on the recommendation of the dean, department chair or graduate program director.

Tuition and Fees

Tuition for the 1998-99 school year, for graduate students classified as Maryland residents, is \$158 per credit hour. That for graduate students classified as out-of-state residents is \$310 per credit hour.

The following additional fees, usually non-recurring, are also applicable for most graduate students: admission to graduate study, \$30; on-campus parking fee (payable once annually between September 1 and August 31), \$20 to \$40. A penalty of \$25 is charged for late registration.

There is a facilities fee of \$4 per credit hour for all graduate students.

It should be noted that tuition and fees are subject to change without notice by action of the Board of Regents of the University System of Maryland.

Change of Address

Each student is required to submit a Change of Address form at the Registrar's Office for any change of current address.

Official Withdrawal and Refund Procedures

Students are urged to note this information with care. A graduate student who finds it necessary, after registration, to drop a part of his/her course load, or to withdraw from the University completely for that term, should in all cases complete the official drop or withdrawal form and submit it to the Office of the Registrar. This assures the student that any refund due will be processed automatically, and that the change of registration will become a matter of record.

Students failing to comply with regulations governing official withdrawal and/or dropping of courses will receive a grade of F for courses from which they withdraw or drop unofficially, and will forfeit all right to refunds which might otherwise be made.

Detailed procedures for official withdrawal from the University and official dropping of courses, including deadlines for submitting forms necessary for the disbursement of refunds, appear regularly in the *Registration Bulletin*.

Application for Diploma

It is the responsibility of the individual graduate student to check with his/her faculty advisor to make sure that all degree requirements have been fulfilled and to make the necessary arrangements with the Office of the Registrar for graduation.

Each degree candidate must make application for his/her diploma. The Application for Diploma is available in the Office of the Registrar and must be completed and returned to the Registrar's Office **not later than the end of the drop/add period of the final semester before graduation.** If the student fails to file the Application for Diploma by this deadline, graduation may be delayed one semester. Any student who finds it necessary to postpone graduation must submit a new Application for Diploma to the Office of the Registrar.

Transcripts and Certification of Completion of Degree Requirements

Transcripts of graduate records and certification of the completion of degree requirements may be obtained by contacting the Registrar's Office. Certification of completion of degree requirements will be made only after all requirements are, in fact, completed and after the Application for Diploma is submitted. All financial obligations to the University must be met before a transcript is issued.

Professional Certification

Requirements for the various teaching and administrative state certificates change from time to time and are determined by agencies other than the University. Therefore, the University cannot guarantee that a particular graduate program will automatically fulfill requirements for any of the various certificates available. Students seeking such certification are advised to consult a certification specialist within their state department of education for information on the particular certification requirements they may wish to meet.

Graduate Degree Programs

Franklin P. Perdue School of Business

Dean: Richard F. Bebee, Ph.D.
Graduate Program Director: Wayne A. Bradford, M.B.A.
Phone: 410-546-6215

Graduate Faculty

Pamela L. Alreck, D.B.A.; *marketing, advertising, promotion*
Richard C. Cuba, D.B.A.; *management/organizational development, creativity/decision-making, group/team building, total quality management*
Fred D. Davis, Ph.D.; *information systems and decision sciences*
Wayne H. Decker, Ph.D.; *management, marketing, organizational behavior*
Jerome J. DeRidder, Ph.D.; *financial accounting*
Gerard R. DiBartolo, Ph.D.; *international/strategic marketing, marketing research*
Memo Diriker, D.B.A.; *marketing management and strategy, international marketing*
Robert Dombrowski, D.B.A.; *accounting, auditing*
Robert Michael Garner, Ph.D.; *advanced accounting, governmental accounting*
Benjamin B. Greene Jr., Ph.D.; *macroeconomics, economic development*
Richard C. Hoffman, Ph.D.; *international and strategic management*
Kashi Khazeh, Ph.D.; *international financial management, financial institutions and markets*
Jeffrey E. Kottemann, Ph.D.; *management information systems, performance impact assessment*
P. Douglas Marshall, Ph.D.; *financial and managerial accounting*
H. Reed Muller, M.B.A.; *marketing management, sales management*
George C. Rubenson, Ph.D.; *human resources, management, strategic management*
Robert B. Settle, Ph.D.; *marketing research, consumer behavior*
Frank M. Shipper, Ph.D.; *strategic management, organizational behavior*
Kenneth J. Smith, D.B.A.; *accounting, managerial cost control*
Robert M. Sperry, J.D.; *law, commercial law*

Master of Business Administration

The Franklin P. Perdue School of Business was created with a multimillion dollar enhancement fund and has grown into the region's largest center for business education and development at the University level. It is the only business school in the region accredited by the AACSB-International Association of Management Education. The Perdue School has developed a highly effective business education system committed to an emphasis on the entrepreneurial spirit, integration of theoretical and applied study, and community-based experience.

The M.B.A. curriculum prepares aspiring and prac-

ticing managers with the skills to succeed as business executives and leaders in this decade and into the next century. Courses are designed to encourage students to think clearly, show sound judgment, communicate orally and in writing, develop interpersonal skills and make rational decisions under conditions of uncertainty.

The M.B.A. curriculum is highly coordinated and exceptionally well balanced. It demands proficiency at the graduate level with the concepts and applications of accounting, economics, finance, management, marketing and information systems as well as the ability to apply these concepts in the solution of problems, specifically the definition and identification of viable alternatives and the selection of an appropriate solution.

Admission

Applicants are responsible for presenting the following information for consideration for admission:

1. Formal application submitted to the Admissions Office with the appropriate application fees.
2. An official copy of transcripts from all institutions attended, submitted to the Admissions Office.
3. Graduate Management Admissions Test (GMAT) score.
4. Two letters of recommendation from individuals qualified to judge the applicant's ability to do graduate work in business.
5. Resume.
6. Letter of Intent (statement of reason for pursuing a master's degree and how the student feels he/she will contribute to the graduate program).

The minimum standard for admission is the attainment of a total score of at least 950 points based on the following formula: $200 \times (\text{overall GPA [on a 4.0 scale]} + \text{GMAT score})$; or at least 1,000 points based on the following formula: $200 \times (\text{upper-division GPA} + \text{GMAT score})$. Applicants with a minimum 3.0 overall GPA or at least a 3.25 upper-division GPA may enroll prior to taking the GMAT, provided space is available. No student may register for a second term unless the GMAT score has been received by the Office of Admissions.

Provisional Admission

Provisional admission may be granted to applicants who have not yet completed the required core of undergraduate courses listed below or their equivalents but who meet one of the required totals shown in the admissions formulas above. Students in this category should apply for admission as soon as possible so that a specific, individualized plan for satisfying core requirements may be developed in consultation with the director of business graduate programs of the Franklin P. Perdue School of Business. Provisionally admitted students may, with the approval of the director, take a

maximum of six semester hours of M.B.A. courses (600-level) and must maintain a cumulative grade point average of 3.0 in undergraduate M.B.A. core courses and 500-level courses (combined) with no grade less than C.

Basic Skills Expected of Incoming M.B.A. Students

In addition to meeting the standards for admission listed above, M.B.A. students should bring to their graduate business studies the following skills to ensure success in the program:

1. *Quantitative skills:* A knowledge of algebra and basic calculus.
2. *Verbal skills:* The ability to collect relevant information, organize thoughts and communicate them clearly.
3. *Computer skills:* Competence in word processing and spread sheets. These skills may be obtained or enhanced by study and preparation before admission, or early in the program of study by utilizing the many programs, courses and training sessions offered at the University.
4. *Information systems literacy:* A student should be able to describe information technologies and discuss information systems applications with their peers.

These skills will be evaluated and assessed by the M.B.A. program director and appropriate department chair. Recommendations for review courses will be made based on a review of undergraduate coursework, professional experience and the analytical writing assessment score from the GMAT exam.

Preparatory Core

In order to begin work on the master's degree requirements, the following preparatory core courses must be completed no later than the semester in which the first 600-level course is taken:

	Credits
ACCT 201 Principles of Accounting I	3
ACCT 202 Principles of Accounting II	3
ECON 211 Microeconomics	3
ECON 212 Macroeconomics	3
MATH 151 Elementary Probability and Statistics	3
BUAD 281 Intermediate Business Statistics	3
BUAD 311 Financial Management	3
BUAD 320 Management and Organizational Behavior	3
BUAD 326 Production and Operations Management	3
BUAD 330 Principles of Marketing Management	3

Any of the 10 core courses can be waived if the student has completed an undergraduate or graduate survey course with similar coverage with a grade of C or better. A waiver exam may be taken to validate an undergraduate course that does not meet the grade requirement, or when the student has acquired the knowledge covered in a core course without having earned academic credit. Students may take a waiver exam with permission of the graduate program director.

NOTE: In addition to the core courses, all students must pass the Accounting Program Admission Test (APAT) prior to enrolling in ACCT 640.

Course Requirements

While matriculating, fully admitted students must maintain a cumulative GPA of at least 3.0 in 600-level courses with no grade less than C. To be eligible to receive the M.B.A., the graduate student must com-

plete an approved program of 33 semester hours with a cumulative grade point average of at least 3.0 with no grade lower than C and with no more than six credit hours below B. All requirements for the M.B.A. must be completed within seven years of the end of the semester in which M.B.A. coursework began.

The Perdue School offers two M.B.A. degree options: the general M.B.A. and the M.B.A. with an accounting track.

General M.B.A.

The general M.B.A. requires the following:

1. Students must complete the following 27 credit hours:

	Credits
ACCT 640 Managerial Accounting	3
BUAD 620 Organizational Theory	3
or	
BUAD 625 Organizational Behavior Seminar	3
BUAD 635 External Environment of the Organization	3
BUAD 650 Corporate Financial Management	3
BUAD 660 Marketing Strategy	3
BUAD 670 Management Science Models	3
BUAD 680 Corporate Strategic Planning and Policy	3
BUAD 685 International Business Seminar	3
or	
BUAD 686 Global Business	3
ECON 630 Economic Environment of the Organization	3
or	
ECON 631 Managerial Economics	3

2. Plus six elective hours of 600-level M.B.A. courses.

M.B.A. - Accounting Track

The M.B.A. with an accounting track requires the following:

1. Students must complete the following 27 credit hours:

	Credits
ACCT 630 International Accounting	3
ACCT 650 Advanced Managerial Accounting	3
BUAD 620 Organizational Theory	3
or	
BUAD 625 Organizational Behavior Seminar	3
BUAD 635 External Environment of the Organization	3
BUAD 650 Corporate Financial Management	3
BUAD 660 Marketing Strategy	3
BUAD 670 Management Science Models	3
BUAD 680 Corporate Strategic Planning and Policy	3
ECON 630 Economic Environment of the Organization	3
or	
ECON 631 Managerial Economics	3

2. Plus six elective hours of 600-level accounting courses.

Financial Assistance

Awarded on the basis of academic achievement, a limited number of graduate assistantships are available for M.B.A. students. Generally, these are awarded only to students fully admitted into the program (i.e., not provisionally admitted). Applications are available from the Office of Admissions or from the director of business graduate programs in the Franklin P. Perdue School of Business.

Samuel W. and Marilyn C. Seidel School of Education and Professional Studies

Dean: Beth E. Barnett, Ph.D.
M.Ed. Program Director: Nancy L. Michelson, Ph.D.
M.A.T. Program Director: Joel T. Jenne, Ph.D.
Phone: 410-543-6281

Graduate Faculty

David M. Anderson, Ed.D.; *technology/foundations of education*
 Eva K. Anderson, Ph.D.; *special education, education psychology*
 John R. Bing, Ph.D.; *educational psychology/research*
 Carolyn M. Bowden, Ph.D.; *elementary/early childhood education*
 Keith J. Connors, Ph.D.; *foundations, higher education*
 Roland G. Frank, Ed.D.; *social science education*
 Joel T. Jenne, Ph.D.; *social studies/curriculum*
 Charles K. Long, Ph.D.; *cooperative learning, classroom management, teacher education*
 Amy S. Meekins, Ed.D.; *curriculum instruction, elementary methods*
 Nancy L. Michelson, Ph.D.; *reading, writing, English*
 Patricia O. Richards, Ed.D.; *reading/language arts*
 Geraldine N. Rossi, Ed.D.; *mathematics education*
 Debra H. Thatcher, Ph.D.; *early childhood education/curriculum/instruction*
 Ellen V. Whitford, Ed.D.; *school administration, curriculum*
 John T. Wolinski, Ph.D.; *reading/language arts*
 John W. Wulff, Ed.D.; *elementary administration, curriculum teaching, reading/teacher education*

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) is a professional degree program designed to prepare students for initial teacher certification. Students in this program must possess an earned baccalaureate degree and appropriate content coursework for certification in one of the following state-approved areas: agriculture, art, biology, business education, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education, Spanish or technology education. This Maryland State Department of Education-approved program offers the professional education coursework to prepare specialists in the above areas for teaching at the secondary school level.

The M.A.T. is a collaborative degree program offered by Salisbury State University and the University of Maryland Eastern Shore. Students are admitted by a joint admissions process and take coursework on the campuses of both universities, taught by the faculties of both institutions.

Students apply for admission to either SSU or UMES, depending upon which university offers the appropriate Maryland State Department of Education-approved content area program for teacher certification. Salisbury State offers approved programs in the areas of biology, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education and Spanish. UMES offers approved programs in the areas of agriculture, art, biology, business education, chemistry, English, home economics, mathematics, music (vocal and instrumental), physical education and technology education.

The primary objectives for the M.A.T. program are as follows:

1. Allow students to build upon the content knowledge they have acquired in the baccalaureate degree, adding the professional knowledge necessary for a career in teaching.
2. Prepare teachers who are well-grounded in research, theory and practice related to effective classroom instruction and school improvement.
3. Enable teacher candidates to develop and demon-

strate sensitivity and effective interpersonal skills in working with culturally diverse populations.

4. Nurture educators who are committed, continuous learners and contributors to the enhancement of the teaching profession.
5. Encourage students to seek employment as teachers in the schools of the Eastern Shore.

The M.A.T. combines the elements of pre-service teacher preparation and graduate-level scholarship and study. Research-based content, supervised clinical and supervised practicum experiences are present throughout the program. Thus, the focus is made richer by the application of research findings, expert opinions and best practices to instructional decision making. The program emphasizes reflective practice, continuous evaluation and instructional modification to assure that students will develop an extended repertoire of teaching strategies. "The Essential Elements of Teaching" identified by the Maryland State Department of Education form significant strands throughout the program.

The professional education sequences of the M.A.T. are a continuous part of the program and require visits to school-based settings or may take place in schools. Technological advances and their applications in the classroom are also included. All matriculants must demonstrate proficiency in using computers and in applying technology usage to instruction.

M.A.T. candidates are expected to complete the program as follows: beginning with a full summer program, students continue coursework during a full academic year (not including the winter session) and one additional summer session. Students whose study is interrupted will be allowed to continue with a later cohort on a space-available basis.

Students in the M.A.T. program complete a state-approved program of study including at least 36 semester hours of graduate credit with a cumulative average of B (3.0) or higher, with no more than six credit hours below a grade of B in their program. Students who complete the coursework required for the internship, pass the PRAXIS Series (Professional Assessments for Beginning Teachers) and pass the comprehensive examination are advanced to candidacy. Students must complete the degree within three calendar years of advancement to candidacy.

A maximum of six credits may be accepted for transfer into the program, provided those credits are directly related to the program and meet the University criteria for transfer of credit as specified in the "General Information" section of the *Graduate Catalogue*.

Admission

Admission to the M.A.T. program is a two-step process. In addition to meeting the general requirements for admission to Salisbury State University graduate study, students must apply for admission to the M.A.T. program. Acceptance to graduate study does not constitute acceptance to the M.A.T. program.

Students who indicate on their initial application that they wish to pursue the M.A.T. will be assigned an advisor in the Education Department and receive M.A.T. application materials. To be eligible for admission as a degree-seeking student to the M.A.T., prospective students must meet the following criteria:

1. Possess a baccalaureate degree in an appropriate content area, including adequate and current con-

tent area coursework in the intended certification area.

2. Meet all requirements for full admission to the graduate program.
3. Submit scores for the Core Battery of the PRAXIS Series, the Professional Assessments for Beginning Teachers. (NOTE: Students must meet Maryland state standards on the Core Battery of the PRAXIS before beginning their internship.)
4. Undergo a structured interview by the joint M.A.T. Admissions Committee.
5. Possess an undergraduate grade point average of at least 3.0 in the last half of the undergraduate program, or possess a prior graduate degree.
6. Submit an essay that is written on campus, in a supervised setting, focusing on some current educational issues as determined by the M.A.T. Admissions Committee.
7. Submit official transcripts from all institutions attended.
8. Submit three letters of recommendation from individuals who can speak to the following criteria:
 - a. ability to write at an appropriate skill level for graduate level work
 - b. a level of motivation appropriate to carry the candidate through a rigorous graduate program
9. Complete the joint M.A.T. Application Form.

The transcripts and academic credentials of all applicants are reviewed by the SSU/UMES joint M.A.T. Admissions Committee. Appropriate sub-committees determine whether students possess adequate and current content area coursework in the intended certification area. Those students who lack appropriate coursework are expected to take the identified courses prior to their enrollment in the internship.

Students in the M.A.T. must also obtain a passing grade on a joint comprehensive examination as a condition for enrollment in the internship and advancement to candidacy.

Program of Study

Students who complete the M.A.T. are expected to integrate theory and practice and demonstrate successful achievement in the following areas:

1. Application of research and inquiry for the improvement of classroom instruction.
2. Understanding of learner's physical, cognitive and emotional development and the implications for learning and instruction.
3. Knowledge of the social contexts in which education occurs.
4. Skills and knowledge necessary to teach learners with special needs and diverse cultural backgrounds.
5. Ability to organize and manage a classroom on the basis of research, best practice, expert opinion, personal attributes and student learning needs.
6. Development of skills in pedagogical analysis including the identification of problems confronting classroom teachers, formulation of solutions for resolution of problems, implementation of solutions, and examination of the effect of classroom interventions on student learning.
7. Development of an appropriate and usable repertoire of teaching strategies and techniques.
8. Appropriate use of a variety of approaches to assess instructional outcomes.

9. Use of technology including computers and media for classroom and professional needs.
10. Knowledge and skills necessary to incorporate reading, writing and thinking in content area instruction.
11. Skills and abilities essential to instructional leadership.

The M.A.T. program follows a sequence of courses which includes research, technology, foundations of education, methods and strategies of teaching, understanding and meeting the diverse needs of students, and field experiences.

The following courses are required for the M.A.T.:

		Credits
EMAT 500	Research and Technology I	3
EMAT 501	Development and Learning Applied to Teaching	3
EMAT 502	Social and Philosophical Foundations of Contemporary Education	3
EMAT 503	Principles of Curriculum and Instruction	3
EMAT 504	Reading and Writing in Content Areas	3
EMAT 505	Methods of Teaching and Assessment	3
EMAT 52X	* Methods of Teaching	3
EMAT 506	Inclusive Teaching for Diverse Populations	3
EMAT 507	Internship I	3
EMAT 509	Internship II	3
EMAT 511	Seminar	3
EMAT 510	Applied Research and Technology II	3

* which methods course is taken depends upon the specified content area: EMAT 521 (Teaching English in the Secondary School), 522 (Secondary School Science Methods), 523 (Secondary School Social Studies Methods), 524 (Secondary School Foreign Language Methods) or 525 (Secondary School Mathematics Methods)

Each student is expected to develop an approved plan of study for completion of necessary content area coursework as well as the M.A.T. program. Accordingly, it is essential that each student and advisor meet to clarify the specific requirements for individual candidates as well as the overall course of study.

Registration for Courses

Students in the M.A.T. program take courses on the campuses of both Salisbury State University and the University of Maryland Eastern Shore. The schedule of course offerings for the M.A.T. is listed in the registration bulletins of both universities. SSU students register for all courses through SSU's Office of the Registrar. When courses are offered at UMES, students register using the inter-institutional registration form.

Procedures and forms for using inter-institutional registration will be available from the Office of the Registrar.

Master of Education

The Master of Education (M.Ed.) is a professional degree designed for students seeking advanced preparation in the education professions. The curriculum includes fundamental, theoretical and practical experiences within specific areas of study. The M.Ed. program promotes continuing professional development and life-long learning for teachers and educational leaders. This is consistent with the recognition that capable and caring educators are necessary for students at all ages, ranging from the very young through adulthood. General objectives are as follows:

1. Provide students an opportunity for personal and professional growth through graduate study.
2. Provide classroom teachers and educational specialists an opportunity to develop and improve com-

petencies in their specific disciplines.

3. Provide educators with an opportunity for additional preparation needed for professional development and career advancement.

Admission

Admission to the M.Ed. program is a two-step process. In addition to meeting the general requirements for admission to Salisbury State University graduate study, students must apply for admission to the M.Ed. program. Acceptance to graduate study does not constitute acceptance to the M.Ed. program.

Students who indicate on their initial application that they wish to pursue the M.Ed. are assigned an advisor in the Education Department and receive M.Ed. application materials. To be eligible for admission as a degree-seeking student to the M.Ed., prospective students must fulfill the following requirements:

1. Submit an application for admission including a written description of the reasons for pursuing graduate study in education and a statement of career goals within the discipline.
2. Obtain two letters of recommendation supporting ability to succeed in graduate study.
3. Complete and submit a plan of study signed and approved by the advisor.
4. Possess an undergraduate cumulative grade point average of 2.75.

Credentials for initial admission to graduate study should be sent to the Office of Admissions. Credentials for admission to the M.Ed. program should be sent to the Seidel School. Following the review of these materials, the program director formally notifies students of admission or denial to the program.

Although students may register for some courses after initial acceptance for graduate study, they are expected to complete the process for full admission into the M.Ed. program, including the development of a program of study, prior to the completion of the first nine credits in the program. A maximum of nine hours of credit earned at Salisbury State University prior to full admission to the M.Ed. program may be applicable toward requirements for the degree, provided such credits are appropriate for the degree program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the Department of Education graduate program director.

Provisional Admission

Students who have submitted all application materials but have not obtained a 2.75 cumulative grade point average upon completion of the baccalaureate degree may be admitted on a provisional basis. Provisionally admitted students must complete nine credit hours of graduate study at Salisbury State University with no grade below B.

Upon successful completion of nine credit hours, students may apply for full admission to the M.Ed. program. Following review of the application materials, the program director formally notifies students of admission or denial to the program.

Students who do not meet the provisional admission requirement of achieving nine credit hours with grades of B or above are not eligible to apply for admission to the M.Ed. program.

To assist students who are provisionally admitted, an advisor will be assigned. Students are expected to meet with their advisor to clarify program requirements and to assure that courses for which they register will be appropriate for the degree program.

Program of Study

Prior to admission to the M.Ed. program and registration for courses, it is students' responsibility to become familiar with program requirements and to confer with assigned faculty advisors to develop programs of study. The program of study identifies core courses, courses in the specific tracks students will follow, recommended electives and the intended capstone experience. Advisors must approve students' programs of study. Program changes must also be approved by advisors.

Course Requirements

Students seeking the M.Ed. at Salisbury State University complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in their program.

The M.Ed. program consists of nine hours of core courses, 12 hours of study in a specific track, six to nine hours of electives and three to six hours in a capstone experience.

Specific electives may be recommended for each track. Accordingly, students consult with their advisors to determine appropriate electives for their area of study. When appropriate to the area of study, electives may be chosen from education courses, special topics courses or from graduate courses offered in programs outside of education.

The M.Ed. program culminates with a capstone experience selected from advanced seminars, internships, thesis research or practicum courses. Each track allows choices for the capstone experience and advisors provide this information. Students plan an appropriate capstone experience in consultation with their advisor. Students who elect the thesis research option enroll in EDUC 530: Directed Research, and submit the completed project to the project director. Students must also satisfactorily complete an oral examination on the project to be scheduled through the faculty advisor after completion of the project.

Core Courses

The curriculum is planned to emphasize teaching and learning within a context of research, scholarship and practice. Core courses establish this foundation and help meet the following objectives:

1. Encourage a spirit of inquiry that will enable students to design and interpret research.
2. Assist students in developing a theoretical background to learning and instruction.
3. Provide students with the knowledge and skills necessary to assess, plan, develop, implement and evaluate curriculum.

Required core courses are as follows:

	Credits
EDUC 502 Introduction to Research	3
EDUC 545 Learning and Instruction	3
EDUC 514 Seminar in Curriculum	3

Students are strongly urged to complete EDUC 502: Introduction to Research at the outset of graduate study.

Tracks

In addition to completing the core courses, M.Ed. students select areas of study from among the following: reading, early childhood education, elementary education, middle/secondary education (with an emphasis in English, mathematics, music, science or social science education) and post-secondary education. Available courses and additional information concerning each track follows:

Reading Track

1. Complete the following 12 credits:

	Credits
EDUC 420 Foundations of Reading (Elementary Education) ...	3
or	
EDUC 422 Foundations of Reading (Middle and Secondary) ..	3
EDUC 520 Diagnosis of Reading Disabilities	3
EDUC 521 Remediation of Reading Disabilities	3
EDUC 532 Classroom Assessment	3

2. Choose three elective courses from the following:

	Credits
EDUC 508 Seminar: Research in Human Development	3
PSYC 407 Psychology of Personality	3
EDUC 467 Educating the Mildly Handicapped	3
or	
EDUC 577 Oral and Written Language	3
or	
EDUC 523 Advanced Seminar in Reading Education	3
or	
EDUC 576 Literature for Children and Adolescents	3

3. Fulfill the following capstone experience:

	Credits
EDUC 522 Clinical Practicum in Reading and Language Arts ..	3

Early Childhood Education Track

1. Complete the following 12 credits:

	Credits
EDUC 533 Classroom Management	3
EDUC 534 Early Childhood Curriculum and Assessment	3
EDUC 538 Language Development in Early Childhood	3
EDUC 536 Creativity in Early Childhood Education	3

2. Choose two or three electives from the following:

	Credits
EDUC 488 Supervision and Administration of Early Childhood Education Programs	3
EDUC 503 Classroom Management	3
or	
EDUC 586 Conflict Resolution	3
or	
EDUC 587 Cooperative Learning	3
EDUC 504 Multicultural Education	3
EDUC 508 Seminar: Research in Human Development	3
EDUC 471 Computers in Education	3
or	
EDUC 570 Seminar: Current Issues in Educational Technology	3
EDUC 588 Seminar: Educating Individuals with Disabilities	3
or	
PSYC 423 Psychology of the Exceptional Child	3

3. Fulfill the following capstone experience:

	Credits
EDUC 530 Directed Research	3
or	
EDUC 537 Seminar: Early Childhood Education	3

Elementary Education Track

1. Complete the following course:

	Credits
EDUC 532 Classroom Assessment	3

2. Choose one of the following:

	Credits
EDUC 471 Computers in Education	3
EDUC 570 Current Issues in Educational Technology	3
EDUC 571 Telecommunications in Education	3

3. Choose two of the following:

	Credits
EDUC 579 Trends in Elementary Literacy Education	3
EDUC 580 Trends in Mathematics and Science Education in the Elementary School	3
EDUC 581 Trends in Social Studies Education in the Elementary School	3
EDUC 587 Cooperative Learning	3

4. Choose two or three elective courses from the following:

	Credits
EDUC 503 * Classroom Management	3
EDUC 504 * Multicultural Education	3
EDUC 500 Historical and Social Foundation of Education	3
EDUC 508 Seminar: Research in Human Development	3
EDUC 519 School Law and Public Education	3
EDUC 570 Current Issues in Educational Technology	3
EDUC 571 Telecommunications in Education	3
EDUC 576 Literature for Children and Adolescents	3
EDUC 577 Oral and Written Language	3
EDUC 584 Group Dynamics in a Classroom Setting	3
EDUC 586 Conflict Resolution	3
EDUC 588 Education Individuals with Disabilities	3
EDUC 590 Seminar in Education	3
EDUC 591 Independent Study	3

* recommended

5. Choose one or two of the following capstone experiences:

	Credits
EDUC 595 Research Seminar	3
EDUC 530 Directed Research (Thesis)	3

Middle/Secondary Education Track

1. Complete one of the following courses:

	Credits
EDUC 506 Seminar in Teaching of Mathematics	3
EDUC 512 Seminar in the Teaching of Social Studies	3
EDUC 513 Seminar in the Teaching of Science	3
EDUC 578 Seminar in Teaching Secondary English	3

2. Choose at least one of the following:

	Credits
EDUC 532 Classroom Assessment	3
EDUC 570 Current Issues in Educational Technology	3
EDUC 587 Cooperative Learning	3

3. Choose content area courses (maximum of six credits).
4. Choose two or three of the following electives:

	Credits
EDUC 500 Historical and Social Foundations of Education	3
EDUC 503 Classroom Management	3
EDUC 504 * Multicultural Education	3
EDUC 508 Seminar: Research in Human Development	3
EDUC 519 School Law and Public Education	3
EDUC 532 Classroom Assessment	3
EDUC 570 Current Issues in Educational Technology	3
EDUC 571 Telecommunications in Education	3
EDUC 586 Conflict Resolution	3
EDUC 587 Cooperative Learning	3
EDUC 588 Education Individuals with Disabilities	3
SCED 422 Reading in Content Areas	3

* recommended

5. Fulfill one of the following capstone experiences:

	Credits
EDUC 595 Research Seminar	3
EDUC 530 Directed Research (thesis)	3

Post-Secondary Education Track

1. Complete one of the following courses:

	Credits
EDUC 472 Teaching Adults	3
EDUC 560 College Teaching	3

2. Complete the following courses:

	Credits
EDUC 5XX The Adult Learner	3
EDUC 561 Issues and Trends in Post-Secondary Education	3

3. Choose one of the following:

	Credits
EDUC 519 School Law and Public Education	3
EDUC 570 Current Issues in Educational Technology	3
EDUC 587 Cooperative Learning	3
EDUC 532 Classroom Assessment	3
XXXX XXX Graduate Content Area Course	3

4. Complete two or three of the following approved electives:

	Credits
EDUC 471 Computers in Education	3
EDUC 500 Historical and Social Foundations	3
EDUC 504 Multicultural Education	3
EDUC 506 Seminar in Teaching of Mathematics	3
EDUC 508 Seminar: Research in Human Development	3
EDUC 512 Seminar in the Teaching of Social Studies	3
EDUC 513 Seminar in the Teaching of Science	3
EDUC 519 School Law and Public Education	3
EDUC 532 Classroom Assessment	3
EDUC 570 Current Issues in Educational Technology	3
EDUC 571 Telecommunications in Education	3
EDUC 586 Conflict Resolution and Peer Mediation	3
EDUC 587 Cooperative Learning	3
EDUC 578 Seminar in Teaching Secondary English	3
EDUC 588 Seminar: Educating the Individual With Disabilities	3
EDUC 590 Seminar in Education	3
EDUC 591 Independent Study	3
XXXX XXX A graduate course in education or another discipline central to the program of study	3

5. Satisfy one of the following capstone experiences:

	Credits
EDUC 595 Research Seminar	3
EDUC 530 Directed Research (Thesis)	3
EDUC 565 Internship in Post-Secondary Education	3

Master of Education in School Administration

The Master of Education (M.Ed.) in public school administration is a professional degree program designed to prepare educational leaders. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors.

Salisbury State University's program is based upon a carefully planned knowledge base and a well-defined philosophy. Graduates of this program should possess the vision, knowledge and skills necessary to promote excellence and high achievement in the schools. Graduates should be informed practitioners, possessing a full understanding of the theories that guide practice in school administration. Most important, they should demonstrate competence and skill as they apply knowledge to practice in educational organizations. Our graduates should respect the individual worth of all persons and appreciate the role of education in society.

Students pursuing the M.Ed. have the opportunity

to read, study and discuss a wide range of theories and ideas related to school administration. They have many opportunities to explore ideas through research and study, as well as actual and simulated experiences in practicing the skills of school administration. They should be actively involved in acquiring an understanding of the theories and practice of educational administration through a variety of teaching and learning experiences.

The role of the University in preparing educational leaders extends beyond the boundaries of the campus. The University reaches out to the community to establish positive working relationships with other educational organizations. Cooperation between the University and the schools is essential as students are prepared as school administrators. Finally, an ongoing association between the University and its graduates is essential as we work to meet the present and future needs of education in our community.

Objectives of the program are as follows:

1. Provide educators opportunities for professional development and to extend their knowledge and skills into the realms of leadership in curriculum, instruction and decision-making as well as the management of resources.
2. Provide training for potential school administrators and supervisors that will emphasize the development of skillful professional performance.
3. Provide academic preparation for candidates who seek certification in school administration or supervision and/or career advancement.
4. Provide educational leaders with skills in the use of technology to make and implement informed decisions.
5. Provide an opportunity for students to learn within the environment of an educational cohort that will encourage collegiality and professional cooperation.

Admission

Students must first make application for admission to Salisbury State University graduate study. Following acceptance to graduate study, students must make application for admission to the M.Ed. in school administration program. To be eligible for admission as a degree-seeking student to the M.Ed. in school administration, the student must fulfill the following requirements:

1. Submit an application for admission, including two letters from qualified individuals who support the candidate's ability for graduate study in educational administration and supervision.
2. Provide evidence of at least two years (18 months) of satisfactory teaching performance.
3. Possess an undergraduate grade point average of 2.75.
4. Complete a writing sample at Salisbury State University in a setting supervised by a faculty member in the M.Ed. in school administration program. The writing sample will be scored holistically and students will be informed of their level of achievement. Details regarding the administration and scoring of the writing sample are available through the Education Department.

The final step of the admission process is an interview. Applicants must meet with a faculty member

in the M.Ed. in school administration program to discuss professional goals and career objectives.

Provisional Admission

Selected students who do not meet the minimum requirements may be admitted on a provisional basis as space is available. They may register for a maximum of six credits per semester. During the first 12 credit hours, provisionally admitted students must achieve and maintain a grade point average of 3.0.

Students whose provisional status is linked to their achievement on the writing sample will be encouraged to seek help to improve their writing skills. A reassessment of writing skills will be given at the end of the first 12 credit hours and a decision regarding the student's full admission will be made at that time.

Course of Study

Following admission to the M.Ed. in school administration program, and prior to registration for classes, students are expected to become familiar with program requirements and to confer with the assigned faculty advisor to develop a plan of study. Because the program is designed to offer instruction to students who are members of a cohort, it is essential that this initial conference occur.

Students with non-degree-seeking graduate status will be considered for enrollment in cohort classes based upon availability of openings.

Course Requirements

Students seeking the M.Ed. in school administration complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in the program.

The M.Ed. in school administration is a Maryland State Department of Education-approved program leading to the Administrator I certificate. Students who complete the M.Ed. in school administration and who meet the requirement of 27 months of satisfactory teaching performance will be eligible for the Administrator I certificate. However, it is the responsibility of the student to understand and fulfill all state requirements and to make application to the state for certification. Students in states other than Maryland should consult with their state Department of Education to determine specific certification requirements.

Students in the M.Ed. in school administration cohort will take courses in the following sequence:

	Credits
EDUC 516 Public School Administration	3
EDUC 502 Introduction to Research	3
EDUC 550 Leadership and Change	3
EDUC 514 Curriculum Construction	3
EDUC 551 Evaluation Research Applications in School Administration	3
EDUC 517 Public School Supervision	3
EDUC 552 Group Dynamics in School Administration	3
EDUC 553 Financial Management in School Administration	3
EDUC 519 The Law and Public Education	3
EDUC 554 Personnel Administration in Education	3
EDUC 555 Internship in School Administration/Supervision	3

Charles R. and Martha N. Fulton School of Liberal Arts

Dean: Ronald Dotterer, Ph.D.

Phone: 410-543-6450

Master of Arts in English

Graduate Program Director: William C. Horne, Ph.D.

Phone: 410-543-6447

Graduate Faculty

Elizabeth H. Curtin, D.A.; *rhetoric, composition, Writing Across the Curriculum*
 Thomas L. Erskine, Ph.D.; *Renaissance/commonwealth literature, Milton, film*
 Wavie Gibson Jr., Ph.D.; *rhetoric, composition, African-American literature*
 Darrell G. Hagar, Ph.D.; *British literature, satire*
 Gary M. Harrington, Ph.D.; *drama, American literature*
 William C. Horne, Ph.D.; *British/Restoration/18th century and wilderness literature, satire*
 John D. Kalb, Ph.D.; *American/Ethnic-American literature*
 Judith E. Pike, Ph.D.; *women's/world literature, feminist theory, contemporary critical theory*
 Connie L. Richards, Ph.D.; *American/Native American/Western literature, literature by American women of color*
 Polly Stewart, Ph.D.; *folklore, folkways, mythology, Chaucer*
 Lorrie S. Verplaetse, Ph.D.; *ESOL, applied linguistics, native speaker/non-native speaker interaction*
 Michael Waters, Ph.D.; *creative writing, American literature*
 James M. Welsh, Ph.D.; *British literature, Shakespeare, drama, film studies*
 John P. Wenke, Ph.D.; *19th century American literature, creative writing*
 Raymond A. Whall Jr., Ph.D.; *Victorian literature, poetry, modern novel*
 William F. Zak, Ph.D.; *romantic literature, poetry, Shakespeare, Greek drama*

Admission

In addition to meeting general requirements for admission to Salisbury State University graduate study, applicants for admission to the Master of Arts (M.A.) in English program must have the following:

1. The undergraduate English major, its equivalent (30 semester hours of English beyond freshman English) or a major in a related area, with a 3.0 GPA in those undergraduate courses. A student who fails to meet this requirement should consult the English Department's graduate director regarding removal of deficiencies.
2. A standardized entrance examination is required of all applicants: either the Graduate Record Examination General Test (GRE), the Miller Analogy Test (MAT), or first two parts of the core battery of the Professional Assessments for Beginning Teachers (Praxis). If a student has already received a graduate degree, entrance examination requirements may be waived. For the three options in the M.A. in English, examination requirements are as follows:

	Composition/ Literature Options	TESOL Option
Non-teaching assistant applicants:	GRE or MAT	GRE, MAT or Praxis
Teaching assistant applicants:	GRE	GRE

It is strongly recommended that students applying for the literature option also take the GRE subject test in literature. For the TESOL option, before students enroll in SCED 447, they must have received passing scores in the first two parts of the core battery of the Praxis. Entrance examination scores are considered in relationship to other admissions criteria.

3. Two letters of recommendation from individuals qualified to judge the applicant's ability to do graduate work in English.
4. A written description of the applicant's reason for pursuing English graduate study and academic goals within the discipline.

All application materials should be submitted to the English Department's graduate program director 30 days prior to the beginning of the semester. When admitted to the English graduate program, graduate students may count no more than nine hours taken as non-degree students toward the M.A. in English.

Course Requirements

The M.A. in English requires completion of 33 semester hours, with a minimum of nine semester hours of English at the 500 level (does not apply to Plan D). Graduate students must maintain a cumulative average of 3.0 or higher in all courses.

Students may choose one of four ways to meet degree requirements (all course selections must be approved by the graduate director in English):

1. Plan A: Literature (Non-thesis)
 - a. At least 24 semester hours of English at the 400-500 level.
 - b. Six of the nine hours at the 500 level must be in seminars in literature; these include English 500, 501, 502, 503, 504, 508 and 510.
 - c. Up to nine semester hours at the 400-500 level in one supporting discipline, e.g., education, history, modern languages, philosophy, sociology, communication arts or art.
2. Plan B: Literature (Thesis)
 - a. At least 21 semester hours of English at the 400-500 level.
 - b. Six of the nine hours at the 500 level must be in seminars in literature; these include the courses listed under Plan A above.
 - c. Up to nine semester hours at the 400-500 level in one supporting discipline listed under Plan A above.
 - d. Three semester hours of thesis credit (ENGL 531).

Students in plans A or B may elect to concentrate in an area compatible with their needs and with the availability of course offerings outlined in the department's course scheduling sequence. This area may be a period of British, American or comparative literature; a genre of literature; or the study of composition, language and rhetoric. Within the departmental course offerings, students also may elect a subordinate emphasis upon folklore or film.

To help maintain a measure of commonality and a liberal scope to the degree program, all candidates for the M.A. in English in plans A and B must take a written comprehensive examination. Students admitted to the program are provided a list of primary texts in preparation for the examination. Students are responsible

for all materials on the list regardless of the coursework they may elect. Students may take the examination at the conclusion of any semester in which they currently maintain good standing in the degree program, though they may not delay the examination longer than one full semester following the completion of their coursework. Every examination is evaluated by two members of the English Department faculty, unless a third option of an examination's merits should be required. In order to earn the M.A. in English, a student must pass the comprehensive examination within two attempts.

3. Plan C: Composition, Language and Rhetoric
 - a. The following 18 required semester hours in composition and language:

		Credits
ENGL 465	Research in Composition	3
ENGL 466	Current Problems in Composition	3
ENGL 514	Writing Program Issues	3
ENGL 431	Survey of Modern Grammars	3
ENGL 435	Varieties in Language	3
ENGL 530	Directed Research Capstone Project in Rhetoric, Composition and Linguistics	3

- b. The required course ENGL 463: Literary Analysis and up to 12 semester hours of 400-500 level course electives in English; six of these hours are to be in seminars in literature, including the courses listed in Plan A above. Subject to the graduate director's approval, three of these 12 semester hours may be elected from 400-500 level courses outside the English Department.

4. Plan D: TESOL
 - a. The following 18 required semester hours of coursework:

		Credits
ENGL 430	Principles of Linguistics	3
ENGL 431	Survey of Modern English Grammar	3
ENGL 433	Language and Culture	3
ENGL 439	Second Language Acquisition	3
ENGL 528	ESOL Tests and Measurements	3
or		
EDUC 528	ESOL Tests and Measurements	3
SCED 447	* ESOL Methods	3

* before students enroll in SCED 447, they must have taken the above five pre- (or co-) requisite classes and have passed the Core Battery of the Praxis Series, the Professional Assessment for Beginning Teachers

- b. The remaining 15 hours selected from the following courses:

		Credits
ENGL 432	Literacy and ESOL Reading	3
or		
EDUC 432	Literacy and ESOL Reading	3
ENGL 438	Bilingualism	3
ENGL 442	Practicum	3
ENGL 443	Literacy and ESOL Writing	3
or		
EDUC 443	Literacy and ESOL Writing	3
ENGL 491	Topics in Linguistics and Language Learning	3
ENGL 533	ESOL Program Development	3
EDUC 471	Computers in Education	3
EDUC 500	Historical, Philosophical and Social Foundations	3
EDUC 502	Introduction to Research	3
EDUC 504	Multicultural Education	3
EDUC 545	Learning and Instruction in the Schools	3

A student may earn the M.A. in English (TESOL concentration) and ESOL state certification most economically by completing the following requirements (54 hours):

Requirement	Semester Hours Required	Fulfilled By
Foreign Language	6	
American English and Linguistics	6	ENGL 430 ENGL 431
Cross Cultural Studies	3	ENGL 433
ESOL Tests and Measurements	3	ENGL/EDUC 528
Methods of Teaching ESOL	3	SCED 447
Language Learning	6	ENGL 491 ENGL 438 ENGL 439
Methods of Teaching Reading to LEP Students (Literacy and ESOL Reading)	3	ENGL/EDUC 432
Methods of Teaching Writing to LEP Students (Literacy and ESOL Writing)	3	ENGL/EDUC 443
Foundations of Education, must include a Psychological Foundations of Education	6	EDUC 500, 545 or 305 EDUC 300
Student Teaching in ESOL, divided between elementary and secondary levels plus seminar. (Two years of successful teaching experience may be substituted for the student teaching experience.)	9	TBA
Graduate Credit		TBA
Special Education (introductory/survey course)	3	EDUC 467

Master of Arts in History

Graduate Program Director: Robert A. Berry, Ph.D.
Phone: 410-543-6245

Graduate Faculty

Robert A. Berry, Ph.D.; *Russia, Eastern Europe, Middle East, World War One*
 Richard Bowler, Ph.D.; *history of science and technology, German/European history*
 Sylvia D. Bradley, M.A.; *Colonial America, British history, Maryland history, Irish history*
 Gregory C. Ference, Ph.D.; *East Asia, Eastern Europe*
 K.-Peter Lade, Ph.D.; *geospatial archaeology, general anthropology*
 James McCallops, Ph.D.; *women's history, gender studies, U.S. history*
 Timothy Miller, Ph.D.; *Byzantine history, Medieval history, social welfare*
 Maarten Pereboom, Ph.D.; *U.S. foreign relations, 20th century Europe*
 Sarah E. Sharbach, Ph.D.; *modern Latin America, 20th century America*
 Clara L. Small, Ph.D.; *American Colonial history, African-American history, Civil Rights*
 Bart R. Talbert, Ph.D.; *Civil War, military history, 19th century America*
 G. Ray Thompson, Ph.D.; *Greek and Roman history, classical archaeology, Colonial America, local history*
 Jeanne Whitney, Ph.D.; *material culture, U.S. social and cultural history, local history*

Educational Objectives

The History Department offers a Master of Arts (M.A.) in history program, which aims to empower students to enrich their own lives and the life of their community through a fuller understanding of the past. The faculty believes that by giving students the tools necessary to write and teach history, we can build a community that embraces diversity. The rich resources of the local community and the Edward H. Nabb Research

Center for Delmarva History and Culture provide tools for solid training in the particular problems of writing local history. The "community-as-laboratory" concept that underlies the design of this program is its energy source; within this dynamic environment students receive rigorous training in conducting research, constructing strong and persuasive arguments, and writing clearly and compellingly.

Admission

In addition to the general requirements for admission to Salisbury State University graduate study, applicants for admission to the M.A. in history program must fulfill the following requirements:

1. Completion of the equivalent of an undergraduate major in history with at least 15 semester hours in history at the junior-senior level or above, including a course in research and writing, with a grade point average of 3.0 or better in all history courses. This preparation is designed to serve as a foundation for graduate study in history and such courses are therefore ineligible for inclusion in the 30 semester hours normally required for the degree.
2. Acceptable results on the Graduate Record Examination (GREs). It is expected that students will submit the GRE scores at the time they apply to enter the graduate program. Students may be admitted without having taken the GREs, but must complete the GREs within the first six semester hours.
3. Submission of three letters of recommendation from individuals qualified to judge the applicant's ability to pursue graduate studies in history, an example of the applicant's scholarly writing, along with the departmental application for admission to the graduate program in history, to the History Department, Salisbury State University, 1101 Camden Ave., Salisbury, MD 21801.

After completing at least 12 semester hours but no more than 18 hours of graduate credit, an application for admission to candidacy should be submitted to the History Department. To apply for candidacy a student must have a cumulative average of 3.0 or higher and no grade below C in approved courses taken within the master's program.

All application materials, either those specified for the Admissions Office or those specified for the History Department, should be submitted by no later than March 1 for fall admission or July 1 for spring admission. After being formally admitted, but before beginning coursework, the graduate student is expected to meet with representatives of the History Department to receive a copy of the department's guidelines and to begin developing a course of study.

Provisional Admission

Students who do not meet the minimum requirements for admission to the M.A. in history may only be admitted on a provisional basis, and must make up the deficiency prior to becoming eligible for admission to candidacy. Provisionally admitted students may take a maximum of nine semester hours and must maintain a cumulative grade point average of at least 3.0 with no grade less than C. Upon satisfactory completion of the nine semester hours, students may reapply to the History Department for full admission status.

Program of Study

The M.A. in history requires 30 semester hours of graduate coursework and satisfactory performance on oral and written examinations. Students meet with their advisors early in the program to discuss their specific interests and to determine appropriate areas of concentration and a course of study, which may include writing a thesis. Each student must complete:

1. At least two research seminars (six semester hours) at the 500-level, the aim of which is to develop skills in historical research, analysis and writing.
2. At least three reading seminars (nine semester hours) at the 500 level, the aim of which is to master the historical scholarship extant in the student's chosen areas of concentration.

The remainder of the credit hours may be earned in the following ways:

1. Complete a thesis (six semester hours).
2. Complete additional graduate seminars (three semester hours each).
3. Complete 400-level courses at the graduate level (three semester hours each; students must discuss additional requirements with the instructor at the beginning of the course).
4. Up to six semester hours of graduate work in history may be transferred from other institutions.

Students must maintain a cumulative grade point average of 3.0; earning two grades of "C" or one grade below "C" is grounds for dismissal from the program.

Upon completion of 21 semester hours of graduate work, students meet with their advisors to determine the specific fields in which they are to be examined. Students complete the written examination first; these responses become the starting point for discussion in the oral examination. Students who fail the written or oral examinations may retake the examination once, but must do so within one year of the date of the original examination.

Master of Arts in Psychology

Program Director: Charisse D. Chappell, Ph.D.
Phone: 410-543-6246

Graduate Faculty

- Charisse Chappell, Ph.D.; *psychological assessment, multicultural issues*
J. Craig Clarke, Ph.D.; *perception and cognition, experimental aesthetics*
Edmund Delaney, Ph.D.; *abnormal psychology, general psychology, criminal justice*
Kathleen V. Fox, Ph.D.; *educational/development psychology*
Robert W. Graff, Ed.D.; *death, dying and bereavement, applied psychology, clinical intervention skills*
Natalie W. Hopson, Ph.D.; *pediatric psychology, behavioral medicine, family therapy, women's studies*
Natalia Hoenigmann-Stovall, Ph.D.; *cognitive-behavioral methods, parent-child relations*
Ronald R. Ulm, Ph.D.; *learning and motivation, substance abuse*
I. Eugene White, Ph.D.; *human sexuality, personality and psychotherapy*
George I. Whitehead, Ph.D.; *self-presentation theory, attribution theory, social comparison theory*

The Psychology Department offers a Master of Arts (M.A.) program which provides training for students in

the concentrations of counseling and psychometry. Both part-time and full-time students are accepted. In addition, the department offers courses available to students in other graduate programs.

A 3.0 GPA is required in a prescribed sequence of graduate courses to be eligible for the M.A. and a minimum of 36 hours of graduate coursework is required. Each candidate must pass a written comprehensive examination; students must submit a written request at least one month prior to the examination date. Students who do not pass the comprehensive examination are allowed one re-examination. Students who fail to perform adequately on the second exam are dropped from the program, but have the right of appeal. Guidelines are provided to students regarding the structure of comprehensive examinations.

Candidates must satisfactorily complete a master's thesis for three hours credit. The thesis topic must be approved by a committee of three faculty members selected by the students and their advisors. These may be research-based (empirical), practice-based (case formulation and analysis) or theory-based (critical review). Guidelines for the selected option are provided by the department. Upon completion of the thesis, students take an oral examination conducted by their thesis committee.

Decisions regarding continuance of studies are predicated on a combination of factors such as demonstrated clinical competence, personality factors and other relevant issues in addition to grades in coursework. To this end, student progress is evaluated on an annual basis in the areas of personal development, professional conduct and academic achievement.

Admission

Admission into the M.A. in psychology is a two-step process involving separate application to first the Office of Admissions and then the Psychology Department. The following materials must be submitted to the Office of Admissions (all materials must be received at least 30 days before the beginning of the first semester of graduate study): a completed Application for Admission to Graduate Study and official transcripts of all previous college coursework.

Once admitted for graduate study, students must apply for admission to the M.A. program in psychology. The department requirements are as follows:

1. Completion of requirements for an undergraduate major or equivalent in psychology or related area with an overall undergraduate GPA of 3.0 and a GPA of 3.0 in the major field during the last two years of study.
2. Completion of an undergraduate course in psychological statistics and a course in the psychology of learning.
3. Submission of the departmental application along with scores made on the Graduate Record Examination (by December 15 for spring admission and May 15 for fall admission). A minimum score of 900 on the verbal and quantitative sections is desired.
4. Submission of three letters of recommendation, preferably including one from a college academic advisor and the most recent employer. The individual making the recommendation should be asked to comment on the applicant's personal qualities (ideals, honesty and leadership), ability to work in the

chosen field (relationship with peers and organizational ability), academic achievement, work experiences and sense of job responsibility.

Transfer of Credit

A maximum of nine semester hours of graduate credit may be transferred from other accredited institutions. These may not replace any of the requirements except in special cases. Such transfer credit must carry grades of B or higher, and the coursework must be directly related to the candidate's program of study as approved by the Department of Psychology graduate program director.

Credits earned by correspondence courses are not eligible for transfer. Extension program credits may be eligible, subject to the approval of the psychology graduate program director.

Faculty Advisors

Students are initially advised by the director of the graduate program in the Psychology Department, who advises on courses, approves courses of study and acts as a channel of communication between students and other segments of the University. During the first semester of graduate work, students' strengths and weaknesses are appraised. Appraisals form the basis for subsequent program planning, which is a joint function of the students and their advisors.

Counseling Psychology

This concentration is designed to train master's-level students in psychology who have an interest in the application of intervention models in locations such as mental health centers, college counseling centers and correctional facilities. The department views the competent practitioner as functioning according to the scientist-practitioner model.

All students who complete the counseling psychology concentration are expected to have skills and knowledge in the areas of counseling theories, intervention strategies and processes; legal, ethical and professional issues; social, cultural and psychological foundations of behavior; individual assessment; and research and statistics. Practicum experiences are offered in various human service areas. Certification as a professional counselor (in the state of Maryland) requires continued coursework, supervised field experiences and passing a state examination, all of which are external to our program. Students interested in becoming licensed professional counselors are advised to contact the Board of Examiners of Professional Counselors.

Counseling Psychology Course Requirements

In addition to PSYC 220: Psychological Statistics and PSYC 305: Psychology of Learning or PSYC 430: Learning Theory and its Application, the following three courses are viewed by the faculty as essential to building a conceptual foundation for the more advanced courses of the program:

	Credits
PSYC 302 Abnormal Psychology	3
PSYC 403 Measurement and Evaluation in Psychology	3
PSYC 407 Psychology of Personality	3

To be considered for graduation, students must meet the following requirements:

1. Completion of required foundation courses.
2. Completion of a course of study according to the following:

I. Theory and Intervention (12 credits)	Credits
PSYC 500 Seminar in Professional Psychology	3
PSYC 544 Clinical Intervention Skills	3
PSYC 507 Psychotherapy and Counseling I	3
PSYC 508 Psychotherapy and Counseling II	3

II. Assessment (six credits minimum)	Credits
PSYC 505 Personality Assessment	3
PSYC 520 Individual Intelligence Testing	3
PSYC 521 Psycho-Educational Assessment	3

III. Research and Statistics (nine credits)	Credits
PSYC 560 Statistical Analysis of Experiments	3
PSYC 555 Experimental Design	3
PSYC 531 Thesis	3

IV. Special Topics (three credits minimum)	Credits
PSYC 406 Psychology of Attitudes and Attitude Change	3
PSYC 409 Environmental Psychology	3
PSYC 503 Childhood Psychopathology	3
PSYC 515 Seminar in Adolescent Behavior	3
PSYC 562 Human Development	3
PSYC 513 Adult Psychopathology	3
EDUC 598 Counseling with Minority Groups	3
PSYC 401 Multicultural Issues in Psychology	3
PSYC 410 Physiological Psychology	3

V. Counseling Practical (six credits)	Credits
PSYC 524 Clinical Practicum I	3
PSYC 525 Clinical Practicum II	3

3. Satisfactory completion of comprehensive examinations.

Students select courses in consultation with their advisors according to their previous experience and their professional interests and goals.

Psychometry

This concentration is designed to train students who have interests in children and young adults with learning and behavior problems. Students who complete this program of study and have a minimum of 45 hours approved by the Maryland State Department of Education may be eligible to apply for certification as psychometrists (in the state of Maryland) after obtaining the required period of professional experience.

Although internships are not required for graduation, for students wishing to be eligible for certification as a psychometrist Salisbury State University will arrange and supervise the completion of an internship in schools. This 500 clock hour internship will meet the school psychometrist internship regulation approved by and under the direction of an institution of higher education which has an approved program in school psychology. This internship will include experience in regular and special education programs and will emphasize assessment.

Students select courses in consultation with their advisor according to their previous experience and their professional interests and goals.

The psychometry program is currently undergoing National Council for Accreditation of Teacher Education (NCATE) review.

Psychometry Course Requirements

The following three courses are viewed by the faculty as essential to building a conceptual foundation for the more advanced courses of the program:

	Credits
PSYC 403 Measurement and Evaluation in Psychology	3
PSYC 407 Psychology of Personality	3

PSYC 430	Learning Theory and Its Application	3
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To be considered for graduation, students must meet the following requirements:

1. Completion of required foundation courses.
2. Completion of a course of study according to the following:

I. Theory and Intervention (12 credits)		Credits
PSYC 500	Seminar in Professional Psychology	3
PSYC 544	Clinical Intervention Skills	3
PSYC 507	Psychotherapy and Counseling I	3
PSYC 508	Psychotherapy and Counseling II	3

II. Assessment (nine credits)		Credits
PSYC 505	Personality Assessment	3
PSYC 520	Individual Intelligence Testing	3
PSYC 521	Psycho-Educational Assessment	3

III. Research and Statistics (nine credits minimum)		Credits
PSYC 560	* Statistical Analysis of Experiments	3
PSYC 555	* Experimental Design	3
PSYC 531	* Thesis	3
PSYC 530	Directed Research	3

* required

IV. Special Topics (three credits minimum; students seeking certification may need additional courses)		Credits
PSYC 503	Childhood Psychopathology	3
PSYC 513	Adult Psychopathology	3
PSYC 423	Psychology of the Exceptional Child	3
PSYC 502	Psychology of Learning Disabilities	3
PSYC 515	Seminar in Adolescent Behavior	3
PSYC 562	Human Development	3
or		
EDUC 508	Seminar in Human Development Research	3
or		
PSYC 410	Multicultural Issues in Psychology	3
PSYC 401	Physiological Psychology	3
EDUC 427	Classroom Analysis and Correction of Reading Difficulties	3
EDUC 467	Educating the Mildly Handicapped Child	3
EDUC 480	Teaching Children with Special Needs	3
EDUC 545	Learning and Instruction in the Schools	3
EDUC 520	The Diagnosis of Reading Disabilities	3
CMAT 450	Speech Correction and the Classroom Teacher	3

V. Psychometry Practical (six credits minimum)		Credits
PSYC 524	Clinical Practicum I	3
PSYC 525	Clinical Practicum II	3

3. Satisfactory completion of comprehensive examinations.

Richard A. Henson School of Science and Technology

Dean: Thomas W. Jones, Ph.D.

Program Director: Karen B. Badros, Ed.D.

Phone: 410-543-6420

Graduate Faculty

Karen K. Badros, Ed.D.; *nursing research, family nurse practitioner; critical thinking*

Ruth M. Carroll, Ph.D.; *psychiatry, family theory and research, loss and grief research*

Karin E. Johnson, Dr.P.H.; *public health nursing, pediatric-adolescent nursing, research*

Barbara A. Kellam, Ph.D.; *maternal-newborn and pediatric nursing, newborn separation and loss*

Elizabeth A. Rankin, Ph.D.; *psychiatric nursing, women's health, nontraditional health care practices, Ericksonian hypnotherapy, holistic health*

Elizabeth A. Seldomridge, Ph.D.; *adult health, critical thinking, confidence in clinical judgment*

Catherine M. Walsh, Ph.D.; *health promotion, critical thinking*

Master of Science in Nursing

Graduate education in nursing builds upon generalized preparation at the undergraduate level and provides advanced preparation and knowledge in specialized areas of nursing. Salisbury State University offers a master's program with a major in family nursing in rural areas, with preparation as clinical nurse specialists, nursing service administrators or family nurse practitioners.

Students seeking the Master of Science (M.S.) in nursing must complete an approved program of study, including 40-43 semester hours of graduate credit with a cumulative average of 3.0 or higher and no grade lower than C. Students can enter the graduate nursing program through the traditional or the accelerated second degree track. The traditional program is designed for students who have a B.S. in nursing; the accelerated second degree track is designed for students who have a degree in another field of study and who desire a B.S. and an M.S. in nursing.

Within the master's curriculum, there is an emphasis on research with a requirement of completion of a thesis or a capstone project for the degree. Research courses include MATH 502: Applied Statistics, NURS 544: Nursing Research Designs and NURS 590: Thesis or NURS 591: Capstone Project. At the completion of NURS 544 students select a thesis or capstone project chair from among the graduate nursing faculty. The faculty chair provides direction to the student during the thesis or capstone project courses.

Traditional Program

Admission

Upon application to the University for graduate study, students may simultaneously apply to the Department of Nursing for admission. In addition to meeting the general requirements for admission to Salisbury State University graduate study, applicants for admission to the graduate program in nursing must meet the following requirements:

1. Be accepted for graduate study at SSU by the Admissions Office.
2. Provide an official transcript as evidence of completion of a National League for Nursing accredited baccalaureate degree program in nursing.
3. Have a minimum cumulative grade point average of 3.0 on a 4.0 scale on all college/university courses prior to admission. Applicants with a cumulative GPA between 2.75 and 3.0 may be considered for provisional admission.
4. Submit a one-to-two page narrative stating educational and professional goals.
5. Submit a current curriculum vitae/resume.
6. Complete an undergraduate statistics course.
7. Submit two academic and/or professional recommendations addressing potential for nursing and graduate study.
8. Have a personal interview with a member of the Graduate Program Committee.
9. Candidates seeking admission to the family nurse practitioner track at the master's level must have clinical experience that is equivalent to a minimum of two years of full-time work as a registered nurse within the past five years. Under special circum-

stances, the Graduate Program Committee may accept students with less experience.

10. International students must demonstrate proficiency in the English language. Additional SSU requirements for admission of international students must be met, including a minimum of 550 on the TOEFL.

Enrollment Requirements

After acceptance into the nursing program and prior to beginning the program, students must provide documentation of the following:

1. A recent (within six months prior to enrollment) health examination with evidence of a tuberculin skin test. The departmental health exam form must be used.
2. Evidence of up-to-date immunizations (see health form). Immunization against hepatitis B is highly recommended.
3. Current certification in cardiopulmonary resuscitation (CPR) by the American Heart Association or the American Red Cross. The course must be one designed for a health care provider, such as the AHA's module C course.
4. Evidence of current RN licensure in the state of Maryland (for the master's level program).

Progression Requirements

To remain in good academic standing and progress in these program tracks, students must meet all University and department requirements including the following:

1. Achieve a minimum grade of C in all required undergraduate courses for the accelerated program.
2. Maintain a cumulative grade point average of at least 2.75 in all undergraduate courses; maintain a cumulative grade point average of at least 3.0 in all master's level courses.
3. Have a valid license as a registered nurse in the state of Maryland to progress in the master's level of the program.

Program of Study

A minimum of 40 to 43 semester hours is required in the prescribed sequence according to the track selected for the master's degree. Preparation for advanced practice roles is offered in the following tracks: nursing service administration (ADM), clinical nurse specialization (CLSP) and family nurse practitioner (FNP). Students completing the FNP track are eligible to apply for a national certification examination. Clinical specialists students may pursue certification in various clinical specialties such as psychiatric/mental health nursing through individualization of their program. Such preparation may require additional courses other than those indicated in the program which may be completed through inter-institutional enrollment.

The master's level program may be completed in two academic years of full-time study. Part-time study leading to the degree is also available. The master's curriculum is comprised of core courses, taken by students in all tracks, and specialty courses, depending on the selected track.

Requirements are as follows:

1. All M.A. nursing students must complete the following core courses:

	Credits
NURS 514 Issues in Advanced Practice Nursing	3
NURS 515 Epidemiology	3
NURS 516 Family Nursing I	5
NURS 538 Nursing Theories	3
NURS 544 Nursing Research Designs	3
MATH 502 Applied Statistics	3
NURS 590 Thesis	3

or	
NURS 591	Capstone Project 3

2. On the admission application, students select a functional role track, with required courses as follows:

Clinical Specialist Track		Credits
NURS 517	Family Nursing II	5
NURS 556	Clinical Nurse Specialization	6
BIOL 552	Advanced Human Physiology	3

or		
EDUC 472	Theory/Practice of Teaching Adults	3
XXXX XXX	Graduate-level Elective	3

Nursing Service Administrator Track		Credits
NURS 517	Family Nursing II	5
NURS 554	* Administration in Nursing Service	6
BUAD 535	* Health Care Finance	3
XXXX XXX	Graduate-level Elective	3

* it may be necessary to enroll in these two courses through inter-institutional study

* Family Nurse Practitioner Track		Credits
NURS 512	Advanced Health Assessment	4
NURS 522	Clinical Therapeutics	3
NURS 558	Management of Family Health I	5
NURS 559	Management of Family Health II	5
BIOL 552	Advanced Human Physiology	3

* within the core and specialty courses, a minimum of 600 precepted clinical hours is required for the FNP student

Accelerated B.S.-M.S. Second Degree Program

The Department of Nursing offers an accelerated program track leading to a Bachelor of Science and a Master of Science in nursing for non-nursing college graduates who wish to prepare for professional nursing roles and advanced clinical practice. The accelerated curriculum track, acknowledging the educational, career and life experiences of the individual, requires fewer prerequisites for the nursing courses than the basic baccalaureate program of study. In addition, the curriculum is streamlined so that the bachelor's degree may be earned in three semesters of full-time study.

Students must have completed at least a bachelor's degree from an accredited college or university to be eligible for admission to the accelerated track. Students from all majors (including diploma or associate's degree-prepared registered nurses with baccalaureate degrees in other majors) are eligible to enroll. Applicants must demonstrate mastery in the following subjects prior to their fall enrollment in the program: basic statistics, microbiology, anatomy and physiology (including all body systems), chemistry or physics, and pathophysiology. Mastery may be established by earning academic credit for coursework, by successfully challenging a departmental exam given for the course, or by successfully passing a standardized test in the specific area of study.

The program is designed as a three-year program of study leading to both degrees. Upon entry, students are admitted to the accelerated program as graduate students. During the first three semesters of study, there is a special clinical course pair uniquely designed for the accelerated students. These courses include NURS 322/323 (Wellness Nursing), NURS 422/423 (Mater-

nal-Child Nursing) and NURS 442/443 (Leadership-Management). These courses capitalize on the advanced academic skills of the second degree students and provide uniqueness in the program. The remainder of the courses in the program are courses included in the basic undergraduate curriculum.

At the end of the three semesters, students receive a bachelors' degree and are eligible to sit for the National Licensing Examination for Registered Nurses (NCLEX-RN). Although students may leave the program at this time, they are encouraged to continue on to the masters' portion of the program. During the masters' portion of the program, part-time study is available and most classes are scheduled in the evening for the convenience of those working during the day.

Admission

Applicants for admission to the accelerated second degree track must meet all University requirements and be admitted for graduate study by the Admissions Office. Applicants may simultaneously apply to the graduate nursing program. Admission is competitive and will be based on evaluation of the applicant's overall academic qualifications. See the other admission requirements listed above, as well as enrollment and progression requirements.

Program of Study

- Students in the accelerated program must complete the following 44 undergraduate credits (see undergraduate catalogue for course descriptions):

	Credits
NURS 310 Adult I	3
NURS 311 Adult I Clinical	3
NURS 319 Health Assessment	3
NURS 322 Wellness Nursing	3
NURS 323 Wellness Clinical	1
NURS 329 Research	3
NURS 350 Adult II	3
NURS 351 Adult II Clinical	3
NURS 380 Psychiatric Nursing	3
NURS 381 Psychiatric Clinical	3

NURS 422 Maternal/Child	3
NURS 423 Maternal/Child Clinical	3
NURS 430 Community Health	3
NURS 431 Community Health Clinical	3
NURS 442 Leadership/Management	2
NURS 443 Leadership Clinical	2

- In the fourth semester, accelerated students may continue into the masters' level courses in the administrative or clinical specialist tracks without any additional admission process. **Applicants to the accelerated program should note that admission to the family nurse practitioner track at the master's level is a separate admission process, requiring two years of experience as a registered nurse.** Under special circumstances, the Graduate Program Committee may accept students with less experience. At the masters' level, the accelerated program students join the traditional program students in the graduate level courses. Course requirements are listed above under "Traditional Program."

Advanced Placement of Registered Nurses in the Accelerated Track

A minimum of 30 semester credit hours is required by the University for the second baccalaureate degree. Registered nurse students with bachelor's degrees in another major may participate in the accelerated program and earn their bachelor's degree and a masters' degree in nursing. Registered nurse students in this track are required to register for NURS 319: Health Assessment, NURS 322: Wellness Nursing, NURS 323: Wellness Clinical, NURS 329: Research, NURS 430: Community Health Nursing, NURS 431: Community Health Clinical, NURS 442: Leadership/Management, and NURS 443: Leadership/Management Clinical. In addition, one of the following clinical course pairs must be taken by registration or challenge: NURS 350/351 (Care of Adults II), NURS 380/381 (Psychiatric/Mental Health), NURS 422/423 (Care of Childbearing and Childrearing Families). RN applicants to this track should contact the director of graduate nursing for further information.

Courses

The following course listing represents the University curricula as of the publication of this catalogue. Additions and changes to the offerings are published in the "Catalogue Supplement," printed in each semester's *Registration Bulletin*.

Not all courses are offered every semester. For current offerings consult the most current academic schedule and the *Guide to Course Requirements* during registration periods. See your academic advisors/department chair for additional information.

Accounting (ACCT)

510. GRADUATE SURVEY OF ACCOUNTING 3 hours credit
Introduction to the principles of accounting for proprietorships, partnerships and corporations. Surveys current financial accounting principles, the accounting cycle and financial statements. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

605. FINANCIAL ACCOUNTING THEORY 3 hours credit
Basic framework of accounting theory relating to income determination and funds flows. The basic problem of asset measurement, classification and the objective of financial reporting are presented along with the official and unofficial pronouncements of accounting societies and changes in accounting procedures. Basic understanding of the nature and development of accounting principles along with their application to current practice. **Prerequisite:** ACCT 403 or equivalent. **Three hours per week.**

608. ADVANCED AUDITING 3 hours credit
Addresses current issues in the technical, political, legal and economic environment which affect the public accounting profession's performance of its audit and attest function. **Prerequisites:** ACCT 407 or equivalent. **Three hours per week.**

615. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING 3 hours credit
Covers the full range of accounting and reporting policies and procedures for state and local governments as well as for a variety of not-for-profit organizations. **Prerequisite:** ACCT 403 or equivalent. **Three hours per week.**

620. ADVANCED ACCOUNTING INFORMATION SYSTEMS 3 hours credit
Presents the underlying concepts of information management, with an emphasis on accounting applications and systems controls. **Prerequisites:** ACCT 420 or equivalent. **Three hours per week.**

630. INTERNATIONAL ACCOUNTING 3 hours credit
Introduces a variety of international accounting issues encountered by multi-national organizations. **Prerequisites:** ACCT 403 and 407 or equivalent. **Three hours per week.**

640. MANAGERIAL ACCOUNTING 3 hours credit
Study of the use by management of accounting information for planning and control. Includes budgeting, cash-flow analysis, cost behavior concepts, strategic planning and financial reporting. This course is for non-accounting majors. **Prerequisite:** Successful completion of the accounting program admission test. **Three hours per week.**

645. ADVANCED TAXATION AND PUBLIC POLICY 3 hours credit
Focus on foundation and application of tax policy and law for federal and state income taxation. Individual, business and fiduciary tax knowledge will allow the student to develop a tax awareness by developing an ability to recognize tax problem areas, pitfalls and planning opportunities. Local, state, federal and international taxation issues and current events of U.S. individuals and business entities coupled with expanding on tax research skills will prepare students for management decision making roles in the consulting or business world. **Prerequisite:** ACCT 342 or equivalent. **Three hours per week.**

650. ADVANCED MANAGERIAL ACCOUNTING 3 hours credit
Provides undergraduate accounting majors with advanced treatment of new and complex techniques and procedures integral to the design and implementation of managerial and cost control systems in a rapidly evolving technological environment. **Prerequisites:** ACCT 302 and 403, or equivalent and prior completion of undergraduate accounting degree or equivalent program or by permission of the chair of the Accounting Department. **Three hours per week.**

Anthropology (ANTH)

400. INDIVIDUAL DIRECTED STUDY 3 hours credit
Advanced study in an area of anthropology through intensive literature and/or field research. May be repeated once under different subtitles. May not be taken by students who have completed SOCI 416 with an anthropological topic. **Prerequisites:** ANTH 212 or SOCI 212.

450. COMPARATIVE CULTURES 3 hours credit
Cross-cultural survey of primitive societies with emphasis on human social differences and their meaning. Examples drawn from Africa, Asia, North and South America and Oceania. Focus on cultural diversity with references to varying marital, religious, economic, family and social problems. May not be taken by students who have completed SOCI 452. **Prerequisite:** ANTH 212 or SOCI 212. **Three hours per week.**

459. SEMINAR IN ANTHROPOLOGY 3 hours credit
Review of current research and publication in the four subdisciplines of anthropology (cultural anthropology, physical anthropology, linguistic anthropology, archaeology/prehistory). May not be taken by students who have completed SOCI 459. **Prerequisite:** ANTH 212 or SOCI 212. **Three hours per week.**

Art (ART)

490. INDEPENDENT STUDY 1-3 hours credit
Provides directed study in one or a combination of studio disciplines. May be repeated once under a different subtitle. Students must furnish their own materials. **Prerequisites:** Approval of department chair prior to registration.

500. SEMINAR: ISSUES IN ART 3 hours credit
Discussions and research concerning timely topics in art, including direct student participation and faculty lectures. Topics may vary from semester to semester. May be repeated once for degree credit under different course subtitle. **Prerequisite:** Consent of instructor. **Four hours per week.**

Biology (BIOL)

401. WETLAND ECOLOGY 4 hours credit
Study of relationships between environmental features and the structure and function of wetland types. Emphasizes hydrology, chemistry and plant species distribution and examines effects of disturbance on wetland ecosystems. **Prerequisites:** BIOL 225; BIOL 202: Marine Botany (UMES) strongly recommended. **Three hours lecture, three hours laboratory per week.**

405. ORNITHOLOGY 3 hours credit
Study of birds. Topics include form and function, behavior and communication, reproduction, migration, ecology and conservation. Field trips emphasize identification and natural history of local species. **Prerequisite:** BIOL 225. **Three hours lecture per week.**

407. THE BIOLOGY OF FISHES 3 hours credit
Study of evolution, anatomy, physiology, classification, ecology and behavior of the fishes. Addresses current research and future directions in ichthyology. **Prerequisites:** BIOL 122, 225. **Three hours lecture per week.**

410. ESTUARINE BIOLOGY 3 hours credit
Study of estuarine biology with a focus on the Chesapeake Bay. Detailed discussion of the biota of the bay, its unique biology and current perturbations due to environmental pollution. Introduction to physical and chemical processes of estuaries. **Prerequisite:** BIOL 225; BIOL 321 strongly recommended. **Two hours lecture, two hours laboratory per week.**

415, 416. RESEARCH IN BIOLOGY 3 hours credit each
Independent student research under the supervision of a faculty member. BIOL 416 may not be used to satisfy requirements within the major. **Prerequisite:** Consent of instructor. **Schedule to be arranged individually.**

418, 419. BIOLOGY SEMINAR 1 hour credit each
Discussions of timely topics in biology and related fields. Includes instruction in seminar preparation and requires student presentations and participation. BIOL 419 may not be used to satisfy course requirements within the major. **Prerequisite:** Consent of instructor. **One hour per week.**

422. VERTEBRATE PHYSIOLOGY 4 hours credit
Study of the physiological mechanisms utilized by plants, with special reference to the higher phyla. **Prerequisites:** BIOL 122, CHEM 121. **Three hours lecture, three hours laboratory per week.**

430. PLANT PHYSIOLOGY 4 hours credit
Advanced study of the physiological mechanisms utilized by plants with special reference to the higher phyla. **Prerequisites:** BIOL 121, CHEM 221. Organic Chemistry highly recommended. **Three hours lecture, three hours laboratory per week.**

440. CONTEMPORARY GENETICS 3 hours credit
Advanced study of molecular genetic engineering processes. **Prerequisites:** BIOL 350, CHEM 221. **Three hours lecture per week.**

445. VIROLOGY 3 hours credit
Study of structure, replication and pathogenesis of viruses with emphasis on animal viruses and the role of viruses in our current understanding of cell and molecular biology. **Prerequisite:** BIOL 350. **Three hours lecture per week.**

490. SPECIAL TOPICS IN BIOLOGY 1-4 hours credit
Study of a specific area of biological science. Topic varies semester to semester. May be taken twice for credit under different subtitles. **Prerequisites:** Sixteen hours of biology, approval of instructor.

501. MODERN CONCEPTS IN BIOLOGY 3 hours credit
Study of the most recent developments in biology, with special emphasis on genetics, animal behavior and sociobiology. May be taken twice, under different course subtitles recorded with the registrar. **Prerequisites:** BIOL 101 or 121 and 122, and completion of the biology core program or equivalent. **Three hours lecture per week.**

502. BIOLOGY AND ENVIRONMENT 3 hours credit
Study of organisms as integral parts of their environments, including field studies involving applications of environmental principles. **Prerequisites:** BIOL 101 or 121 and 122, and completion of the biology core program or equivalent. **Two hours lecture, two hours laboratory per week.**

503. CONTEMPORARY CELL BIOLOGY 3 hours credit
Intensive study of the latest findings in cell biology, with application to the pressing problems of today. **Prerequisite:** One year of chemistry. **Three hours lecture per week.**

504. PERSPECTIVES IN MODERN GENETICS 3 hours credit
Intensive study of modern genetics for the advanced student. Findings in molecular, cellular and developmental genetics related to classical genetic theory and current problems. **Prerequisite:** One year of chemistry. **Three hours lecture per week.**

552. ADVANCED HUMAN PHYSIOLOGY 3 hours credit
In-depth study of the physiology and associated anatomic structures of human organ systems. Topics include the cell and the nervous, muscular, circulatory, endocrine, digestive and excretory systems, with separate attention to temperature regulation. **Prerequisite:** B.S. in biology, health related field or education with biology emphasis. **Three hours lecture per week.**

Business Administration (BUAD)

530. GRADUATE SURVEY OF QUANTITATIVE ANALYSIS 3 hours credit
Introduction to the decision-making tools and techniques for making operational, administrative and upper management-level decisions. Mathematical and statistical models applied to managerial decision-making situations. **Prerequisites:** Provisional status in M.B.A. program and MATH 150, COSC 110 and ISMN 111 (or equivalents). **Three hours per week.**

535. HEALTH CARE FINANCE 3 hours credit
Introduction to financial management in the health care environment. Designed for nurse/managers, this course covers financial accounting and analysis, financial management (including the mathematics of finance), cost accounting, budgeting, control systems, forecasting, working capital management and third party reimbursements. **Three hours per week.**

540. GRADUATE SURVEY OF FINANCE 3 hours credit
Comprehensive course in modern financial management. Includes financial theories, working capital management, capital acquisition, international finance, mergers and acquisitions, bankruptcy and reorganization and leasing. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program and BUAD 510, 520, 530 or equivalent. **Three hours per week.**

550. GRADUATE SURVEY OF MANAGEMENT 3 hours credit
Study of the interrelationship of various management functions: principles of general management, production management, management information systems and management of international operations. Introduces various schools of management, modern organizational theories and the elements of decision-making. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

560. GRADUATE SURVEY OF MARKETING 3 hours credit
Examination of markets and marketing functions responding to a dynamic environment. An overview of domestic and international marketing functions and institutions adapting to social, economic, legal and technical change. Special emphasis will be placed on the ramifications of consumerism and regulation of marketing activities. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

615. RESEARCH METHODOLOGY 3 hours credit
Designed to develop techniques and methods for research. Includes identifying and defining managerial problems, reviewing the literature and stating problems in terms of testable hypotheses and methods of testing hypotheses. Major research paper required. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

620. ORGANIZATIONAL THEORY 3 hours credit
Development of a framework for understanding the modern business enterprise. Includes a review of management thought and organizational theory, the functions of management and recent trends in management theory and practice in the U.S. and abroad. The contributions of behavioral science, management science, systems theory, contingency theory and other relevant theories are examined. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

625. ORGANIZATIONAL BEHAVIOR SEMINAR 3 hours credit
Study of individual and group behavior in organizational structures to understand the interaction of managers with other members of the organization. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

635. EXTERNAL ENVIRONMENT OF THE ORGANIZATION 3 hours credit
Study of the environmental forces which influence the organization. Includes identification and measurement of external forces and effects on management decisions. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

650. CORPORATE FINANCIAL MANAGEMENT 3 hours credit
Review of financial theory and techniques. Topics include long-term investment decisions, capital structure and dividend policy, long-term financing decisions, financial analysis and planning, short-term financial management, and multinational financial management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

660. MARKETING STRATEGY 3 hours credit
Study of classic and contemporary marketing strategies for both profit and nonprofit organizations. Considers the organizational-environmental interface as a shaping factor in planning and implementing the marketing mix. Emphasis placed on planning in dynamic domestic and international environments. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

661. CONSUMER AND BUYER BEHAVIOR 3 hours credit
Studies the process of customer decision-making, consumption and post-consumption activities. Both internal and external influences on those processes are examined to provide an overall foundation of buyer behavior. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

662. PROMOTIONAL STRATEGY 3 hours credit
Examines the development of promotional strategy. Advertising, sales promotion, personal selling and publicity are explored. Emphasis on planning, designing and implementing promotional strategies. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

665. ENTREPRENEURSHIP 3 hours credit
Analyzes organized and systematic entrepreneurship in new enterprises, established large enterprises and non-business institutions. Emphasis is on applying concepts and techniques from the functional areas of business to the new venture development environment in independent and corporate settings. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

670. MANAGEMENT SCIENCE MODELS 3 hours credit
Study of rational decision-making in a computer-assisted environment. Topics include decision theory, linear programming, distribution models, inventory and project management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

680. CORPORATE STRATEGIC PLANNING AND POLICY 3 hours credit
Capstone course focusing on critical issues affecting the success of the total enterprise in domestic and multinational environments. Emphasis on the functions, responsibilities and ethical values of top managers as they determine the direction of the organization and shape its future. Strategy is the unifying theme in case discussions. **Prerequisite:** Completion of 12 semester hours at the 600 level in SSU's M.B.A. program, including either BUAD 640 or 650. **Three hours per week.**

685. INTERNATIONAL BUSINESS SEMINAR 3 hours credit
Study of international aspects of business management and the environment of international business. Topics selected from international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations in the global environment (including accounting, human resource management, marketing, production and strategic management). **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

686. GLOBAL BUSINESS 3 hours credit
Study of the global aspects of business within its environment. Topics selected from international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations within its global environment (including accounting, human resource management, marketing, production and strategic management). Part or all of the course will be held in another country. **Prerequisites:** Admission to M.B.A. program. **Three hours per week.**

698. DIRECTED INDEPENDENT STUDY 1-3 hours credit
Individual tutorial course including research topics not covered in other courses. May be taken twice under different subtitles recorded with the registrar. **Prerequisite:** Admission to M.B.A. program, written permission of instructor and M.B.A. program director.

699. SPECIAL TOPICS IN BUSINESS 1-3 hours credit
Study of specific problems and issues in business administration. May be taken twice under different subtitles recorded with the registrar. **Prerequisite:** Admission to M.B.A. program. **One to three hours per week.**

Chemistry (CHEM)

423. EXPERIMENTAL PHYSICAL CHEMISTRY I 2 hours credit
Laboratory and report-writing course emphasizing classical experiments in physical chemistry. **Prerequisite/corequisite:** CHEM 342. **Two hours lecture, two hours laboratory per week.**

424. EXPERIMENTAL PHYSICAL CHEMISTRY II 2 hours credit
Laboratory-based course emphasizing the theory and applications of modern instrumental methods. **Prerequisite/corequisite:** CHEM 423. **Two hours lecture, two hours laboratory per week.** (in spring of even-numbered years)

499. SPECIAL TOPICS IN CHEMISTRY AND PHYSICS 3 hours credit
Study of a specific area of chemistry. Topic varies semester to semester. May be taken twice for credit. **Three hour lecture per week/laboratory-lecture equivalent.**

599. SPECIAL TOPICS IN CHEMISTRY 3 hours credit
Study of a specific area of chemistry. Topics vary from semester to semester. May be taken twice for credit under different subtitles recorded with the registrar. Lab-lecture equivalent.

Communication Arts (CMAT)

400. COMMUNICATION AND CULTURE 3 hours credit
Philosophy and theories of human communication: structures, relations and interactions among forms of communication within their cultural settings. **Three hours per week.**

453. CREATIVE DRAMATICS 3 hours credit
Emphasis on the manner in which creative dramatics assists in the growth of the child. Considers creative dramatics as a motivating factor in the teaching and learning process. **Three hours per week.**

490. SPECIAL TOPICS IN COMMUNICATION 1-3 hours credit
Intensive study of a selected topic in speech, communication studies or theatre. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Consent of instructor.

500. ORAL READING AND THE TEACHING OF LITERATURE 3 hours credit
Designed to lead the student to an awareness of literature through the performing self to reinforce the concept that one's physiological and psychological processes are bound together in the act of understanding what stories and poems mean. **Three hours per week.**

510. SEMINAR IN INTERPERSONAL COMMUNICATION 3 hours credit
The investigation of speech-communication from the point of view of conflict, manipulation, barriers and breakdowns—factors which undermine human potential for optimum reciprocal social intercourse. **Three hours per week.**

645. ORGANIZATIONAL COMMUNICATION 3 hours credit
Designed to improve a manager's effectiveness in communicating on both an interpersonal and systems level. Topics include dissemination of information, writing style and format. Includes theories and models in communication. Emphasis on solving business communication problems. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

Computer Science (COSC)

422. ORGANIZATION OF PROGRAMMING LANGUAGES 3 hours credit
Organization of programming languages, with emphasis on their formal specifications and on the run-time behavior of programs. **Prerequisite:** COSC 350. **Three hours per week.**

450. OPERATING SYSTEMS 3 hours credit
Analysis of the operating system, the program which supervises the activity of the computer. Resource allocation emphasized. **Prerequisite:** COSC 350. **Three hours per week.**

490. SPECIAL TOPICS 3 hours credit
Seminar course with content that varies semester to semester (e.g., artificial intelligence, compiler construction or other topics suggested by faculty or students). May be taken twice under different titles recorded by the registrar. **Prerequisite:** (for most topics) COSC 350. **Three hours per week.**

501. COMPUTER SCIENCE FOR MATH AND SCIENCE TEACHERS 3 hours credit
Study of microcomputers, advanced programming concepts and other topics appropriate to secondary school teachers of mathematics and science. **Prerequisites:** Ability to design and write clear programs; COSC 120.

Economics (ECON)

520. GRADUATE SURVEY OF ECONOMICS 3 hours credit
Introduction to the macro- and micro-economic principles. Examines the constraints and choices imposed on the firm by resource limitations, technology, the domestic and international competitive environments, the growth and stability of aggregate income and a wide range of public policies. The rationale for policies to modify or augment private production and spending decisions will be considered. M.B.A. leveling course. **Prerequisites:** Provisional status in M.B.A. program and MATH 150 and 151, COSC 110 and ISMN 111 (or equivalents). **Three hours per week.**

630. ECONOMIC ENVIRONMENT OF THE ORGANIZATION 3 hours credit
A study of the structure of the financial system and its evolution, money and banking financial institutions, financial capital, the role of the Federal Reserve, and the macroeconomic forces that shape the economy. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

631. MANAGERIAL ECONOMICS 3 hours credit
Builds upon basic economic principles by addressing specific concerns of managers, such as pricing, forecasting and production decisions. Presents theoretical and empirical analysis of factors affecting behavior of business costs and revenues. **Prerequisites:** Admission to M.B.A. program. **Three hours per week.**

Education (EDUC, ELED, SCED)

408. CHILDREN'S LITERATURE 3 hours credit
Study of the works of important writers and artists in each of the major types of children's books (fairy tales, picture books,

realistic fiction, fantasies, biographies, etc.). Historical trends and methods of incorporating children's literature into the elementary program included. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

409. LITERATURE FOR ADOLESCENTS 3 hours credit
Study of literature for and about contemporary adolescents. Emphasis on methods of teaching that build adolescent appreciation for the more established literary selections in secondary school curriculum. **Prerequisite:** Admission to the Professional Teacher Education Program. **Three hours per week.**

419. TEACHING MUSIC IN THE ELEMENTARY SCHOOL 3 hours credit
Techniques for teaching music in the elementary school; study of the child voice; appropriate singing, listening, rhythmic, instrumental and creative activities; remedial work for poor singers; activities for musically talented children; comprehension overview of music materials and their application to the elementary school curriculum. **Prerequisites:** Admission to Professional Teacher Education Program, MUSC 200/equivalent. **Three hours per week.**

420. FOUNDATIONS OF READING (Elementary Education) 3 hours credit
Deals with pre-reading skills, beginning reading, informal assessment, analysis of reading programs, grouping procedures, word attack skills, and development of vocabulary and comprehension abilities. Intended for personnel in elementary education. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

422. FOUNDATIONS OF READING (Middle and Secondary Level) 3 hours credit
Development and evaluation of effective reading skills and habits, especially in the subject content fields, and consideration of problems of content, organization, readability and method in teaching reading at higher levels. **Three hours per week.**

425. TEACHING READING COMPREHENSION: RESEARCH FINDINGS AND STRATEGIES FOR INSTRUCTION 3 hours credit
Elective in reading education. Investigates contemporary research relating to the development of reading comprehension, procedures for assessing reading comprehension competencies and teaching strategies to improve comprehension. Designed for elementary, middle school, reading and resource teachers. **Prerequisites:** Admission to Professional Teacher Education Program, either EDUC 316, 420 or 422. **Three hours per week.**

427. CLASSROOM ANALYSIS AND CORRECTION OF READING DIFFICULTIES 3 hours credit
Deals with the causes of reading disabilities, prevention of reading failure, strategies for the collection and analysis of reading behavior and instructional programs for correction. Intended for pre-service and in-service teachers interested in reading disabilities, but not interested in pursuing a specialization in reading education. **Prerequisite:** EDUC 316 or 420 or 422 or a foundations course in reading instruction. **Three hours per week.**

429. TEACHING MUSIC IN THE SECONDARY SCHOOL 3 hours credit
Methods and materials of music teaching in grades 7-12. Emphasis on vocal, instrumental and general music. **Prerequisites:** MUSC 200, admission to Professional Teacher Education Program.

432. LITERACY AND ESOL READING 3 hours credit
Introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics include models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

440. INTRODUCTION TO EARLY CHILDHOOD EDUCATION 3 hours credit
Introduction to curriculum and methods in early childhood education, including theories, practices, techniques and materials. Field experience required. **Prerequisites:** EDUC 300; elementary education degree/declared elementary education major. **Three hours per week.**

441. EARLY CHILDHOOD EDUCATION INTEGRATED CURRICULUM I 3 hours credit
Materials and methods for teaching language arts to kindergarten and pre-kindergarten level children. Emphasis on curriculum planning, use of space, class management and lesson planning. Attention to art, music, nutrition, safety, health education, motor activities and positive teacher-parent relations. **Prerequisite:** EDUC 440. **Three hours per week.**

442. EARLY CHILDHOOD EDUCATION INTEGRATED CURRICULUM II 3 hours credit
Materials and methods for teaching science, social studies and math readiness to kindergarten and pre-kindergarten level children. Emphasis on curriculum planning, room design, class management and lesson planning. Attention to management, professional development, curriculum development roles and field trip planning. **Prerequisite:** EDUC 400. **Three hours per week.**

443. LITERACY AND ESOL WRITING 3 hours credit
Introduces students interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics include writing theory, writing strategies, evaluating writing, and writers and rhetorical concerns. Students develop a literacy project, writing materials for specific ESOL students. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

447. ESOL METHODS 3 hours credit
Introduces students to the study, philosophy, aims and methods of teaching English as a foreign or second language with an emphasis upon the techniques and materials in current use. **Co- or Prerequisites:** ENGL 433, 528. **Prerequisites:** ENGL 430, 431, 439, admission to Professional Teacher Education Program; passing scores on General Knowledge and Communication Skills tests of National Teachers Exam; GPA of 2.75 in ESOL courses; or consent of the instructor for non-teachers. **Three hours per week.**

454. COMPOSITION: CURRICULUM AND METHODS 3 hours credit
Study of the emergence of contemporary curriculum for teaching writing with emphasis on contributing models. Design of instructional materials which employ a range of methods within a "writing process" framework and promote the use of writing to teach academic content. Lecture, discussion, design and analysis of instructional materials, microteaching and instructional analysis. **Prerequisite:** At least one course in composition beyond ENGL 101. **Three hours per week.**

467. EDUCATING THE MILDLY HANDICAPPED CHILD IN THE REGULAR CLASSROOM 3 hours credit
Acquaints classroom teachers with instructional approaches for the mildly handicapped learner. Major topics of the course include mainstreaming, IEPs, adapting instructional

approaches, behavior management, stressing early childhood, elementary and secondary levels. Intended for the regular classroom teacher and not for certification in special education. Student may not receive credit for both EDUC 467 and 480. **Prerequisite:** EDUC 300 or equivalent. **Three hours per week.**

471. COMPUTERS IN EDUCATION **3 hours credit**
Overview of the role of computers in education. Examination of computer applications as they relate to specific teaching/learning operations and educational functions. **Prerequisite:** A teaching methods course or consent of instructor. **Three hours per week.**

472. THEORY AND PRACTICE OF TEACHING ADULTS **3 hours credit**
For upper-division students in any discipline seeking information about contemporary methods of effective adult instruction. Assumes no prior knowledge about educational methods, theories or practices. **Three hours per week.**

475. METHODS AND MATERIALS IN ENVIRONMENTAL EDUCATION **3 hours credit**
Increases students' awareness of their immediate environment with the aim of developing a broad philosophy of environmental education. Existing teaching methods and materials analyzed and new methods developed for use in interdisciplinary, problem-focused situations. **Three hours per week.**

490. SPECIAL PROBLEMS AND PRACTICES IN EDUCATION **1-6 hours credit**
Individually designed programs including seminars, workshops and courses in curriculum development, planning, evaluation, specialized areas of study for purposes of enrichment, in-depth study of special problems and/or professional practices in education. May be taken twice under different subtitles. **Prerequisite:** Admission to professional program or permission of department chair.

495. SPECIAL PROBLEMS AND PRACTICES IN ART EDUCATION K-12 **3 hours credit**
For individually designed classroom programs in education, including seminars, workshops, curriculum development, daily planning, evaluation and art study projects. Students furnish some materials. Recommended for senior undergraduate or graduate credit. May only be taken once for credit.

500. HISTORICAL, PHILOSOPHICAL AND SOCIAL FOUNDATIONS **3 hours credit**
Selected topics in intellectual and educational history from the time of ancient Greece to the present. The relation of education to historic traditions and social trends. **Three hours per week.**

502. INTRODUCTION TO RESEARCH **3 hours credit**
Introduction to quantitative and qualitative methods of scientific inquiry. Students gain experience in the use of research in defining a problem and in collecting, organizing and presenting information on it. **Three hours per week.**

503. CLASSROOM MANAGEMENT **3 hours credit**
Aids teachers in developing practical skills needed to manage their classes more effectively. Recent research related to effective management techniques and its application in classrooms will be considered. Appropriate management strategies will be selected, implemented and evaluated in the classroom. **Three hours per week.**

504. MULTICULTURAL EDUCATION **3 hours credit**
Examination of contemporary cultural diversity within the United States educational environments. Special attention given to cultural problems and issues that influence opportunities and performance in educational institutions. Human relations skills considered for improving success within culturally diverse populations. **Prerequisite:** EDUC 502. **Three hours lecture per week.**

506. SEMINAR IN TEACHING OF MATHEMATICS **3 hours credit**
Analysis of recent theory and results of research for the teaching of mathematics. Students investigate developments at either the elementary or secondary school level. **Three hours per week.**

508. SEMINAR: RESEARCH IN HUMAN DEVELOPMENT **3 hours credit**
Survey of research techniques and findings in the field of human growth and development. Research related to developmental characteristics of students considered. **Prerequisite:** EDUC 300 or consent of instructor. **Three hours per week.**

510. SEMINAR: RECENT ISSUES IN EDUCATION **3 hours credit**
Analysis of selected issues in education. Students required to survey and critically evaluate pertinent research on at least one issue. **Three hours per week.**

512. SEMINAR IN THE TEACHING OF SOCIAL STUDIES **3 hours credit**
Analysis of theory and research in the social sciences as applied to developing and teaching social studies at either the elementary or secondary school level. **Three hours per week.**

513. SEMINAR IN THE TEACHING OF SCIENCE **3 hours credit**
Analysis of recent advances in the teaching of science and the development of skills in applying these to classroom teaching at the elementary or secondary school level. **Three hours per week.**

514. CURRICULUM INSTRUCTION **3 hours credit**
Study of the factors underlying the public school curriculum and its development. Opportunities are provided for individual research in curriculum construction at either the elementary or secondary school level. **Three hours per week.**

515. EASTERN SHORE WRITING PROJECT SUMMER INSTITUTE **6 hours credit**
Explores current theories about the composing process and their implications for teaching writing and using writing to teach other content areas. Focuses on adapting and evaluating classroom activities for different grade levels and educational settings. Cross-listed with ENGL 515. **Prerequisite:** Consent of the instructor.

516. PUBLIC SCHOOL ADMINISTRATION **3 hours credit**
Analysis of the responsibilities of the school administrator, including procedures for staff organization, in-service training, curriculum development, scheduling, guidance and other facets of school administration. **Three hours per week.**

517. PUBLIC SCHOOL SUPERVISION **3 hours credit**
Study of the nature, methods and techniques of public school supervision, emphasizing human relationships and other factors involved in the role of the supervisor. **Prerequisite:** EDUC 516. **Three hours per week.**

519. THE LAW AND PUBLIC EDUCATION **3 hours credit**
Study of school law which affects the teacher and the public school. Nature and scope of school law considered as generally applied to the purpose and functions of the school system. May not be taken by students who have credit for EDUC 405. **Three hours per week.**

520. THE DIAGNOSIS OF READING DISABILITIES **3 hours credit**
Designed for professional personnel seeking specialization in clinical diagnostic techniques. Includes data collection and analysis of reading behavior and examines various instruments and strategies for collection of data on children with reading

disabilities. **Prerequisite:** EDUC 420 or 422. **Three hours per week.**

521. THE REMEDIATION OF READING DISABILITIES **3 hours credit**
Designed for professional personnel seeking specialization in clinical-remedial techniques. Includes transfer of diagnostic data into teaching strategies and materials for programs of remediation. **Prerequisite:** EDUC 520. **Three hours per week.**

522. CLINICAL PRACTICUM IN READING **3 hours credit**
Designed for professional personnel seeking advanced work in clinical, diagnostic and remedial techniques. Includes diagnosis and remediation of children with severe reading disabilities. Emphasizes collection and analysis of test data and development of instructional programs for the severely disabled. **Prerequisite:** EDUC 521. **Three hours per week.**

523. ADVANCED SEMINAR IN READING EDUCATION **3 hours credit**
Survey of the literature in reading education dealing with trends, needs and future directions in such topics as early identification, diagnostic techniques, remediation, severe reading disabilities, linguistics, learning modalities and others. **Prerequisite:** EDUC 522. **Three hours per week.**

526. SEMINAR: MEDIA, TECHNOLOGY AND INSTRUCTIONAL SYSTEMS **3 hours credit**
Seminar designed to acquaint students with the dynamics of media, technology and instructional systems via required outside readings and in-class discussions; and involve students in an in-depth investigation of a pertinent topic selected in consultation with the instructor. Paper required. **Prerequisite:** EDUC 407 or equivalent, EDUC 502 and consent of instructor. **Three hours per week.**

528. ESOL TESTS AND MEASUREMENTS **3 hours credit**
Introduces students to present-day language theory and practice. The objectives are not only to increase students' skill in writing classroom language tests and assessing standardized instruments, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

530. DIRECTED RESEARCH **3 hours credit**
Preparation of optional research project in master's degree program under direction of departmental supervision.

532. CLASSROOM ASSESSMENT **3 hours credit**
Examination of the role of evaluation in assessing classroom learning. Evidence of student learning gathered from traditional and alternative assessment practices. Benefits and limitations of these assessment practices identified. **Three hours per week.**

533. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION **3 hours credit**
Explores the historical and philosophical foundations of early childhood education. Includes an introduction to curriculum and methods with an emphasis on theories, practices, strategies and materials. **Three hours per week.**

534. EARLY CHILDHOOD CURRICULUM AND ASSESSMENT **3 hours credit**
Analysis of early childhood program models, curricula and assessment methods. Examines philosophical and theoretical orientations, related research and societal needs. **Prerequisite:** EDUC 502. **Three hours per week.**

536. CREATIVITY IN EARLY CHILDHOOD EDUCATION **3 hours credit**
In-depth study of the creative process and the techniques that

will promote creativity. **Prerequisite:** EDUC 440. **Three hours per week.**

537. SEMINAR IN EARLY CHILDHOOD EDUCATION **3 hours credit**
Critical evaluation of developments occurring in early childhood education, as well as antecedents of modern practices. Review of pertinent research influencing shifts in ideas, practices and policies. **Prerequisite:** EDUC 440. **Three hours per week.**

538. LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD **3 hours credit**
Advanced study of the development of language, literacy and communication skills in children, birth through age eight. Examines current issues and research with emphasis on classroom application. **Prerequisite:** EDUC 502. **Three hours per week.**

545. LEARNING AND INSTRUCTION IN THE SCHOOLS **3 hours credit**
Identification of classroom problems and issues related to and involving instruction; the development and application of strategies to aid in resolving issues and solving problems; and the coordination of student characteristics and environmental factors to improve the quality of learning experiences in the schools. **Three hours per week.**

550. LEADERSHIP AND CHANGE **3 hours credit**
Study of leadership dimensions necessary for establishing purposes and goals conducive to school effectiveness. Investigates collaborative and individual leadership roles and behaviors that will influence productivity and achievement and change and foster a positive educational climate. **Prerequisite:** EDUC 516. **Three hours per week.**

551. EVALUATION RESEARCH APPLICATIONS IN SCHOOL ADMINISTRATION **3 hours credit**
Examination of the use of evaluation research as a basis for decisions about educational programs, products and goals. Students develop and carry out plans that use quantitative and qualitative methods to evaluate school-based problems. **Prerequisite:** EDUC 502. **Three hours per week.**

552. GROUP DYNAMICS IN SCHOOL ADMINISTRATION **3 hours credit**
Study of the individual and group development within educational settings. Emphasis on research, theory and practice of leadership styles, decision-making processes, adult development and communication, and ethics in educational organizations. **Prerequisites:** EDUC 516, 517. **Three hours per week.**

553. FINANCIAL MANAGEMENT IN SCHOOL ADMINISTRATION **3 hours credit**
Provides general knowledge of the basis of financial support for schools. **Prerequisite:** EDUC 516. **Three hours per week.**

554. PERSONNEL ADMINISTRATION IN EDUCATION **3 hours credit**
Focus on the leadership role in managing and developing human resources in school settings. Explores the legal bases of personnel management as central to personnel selection, assignment, evaluation, improvement and possible termination. Also addresses bargaining practices and contract management. **Prerequisite:** EDUC 516. **Three hours per week.**

555. INTERNSHIP IN SCHOOL ADMINISTRATION/SUPERVISION **3 hours credit**
Provides experience in administrative and/or supervisory activities in actual educational settings. Students must apply for internship approval four weeks prior to the beginning of the course. **Prerequisites:** All courses in the M.Ed. in

administration/supervision program sequence. **Three hours per week.**

556. PRACTICUM IN SCHOOL ADMINISTRATION AND SUPERVISION 3 hours credit

Practice in administrative and supervisory problem-solving using simulations and case studies. Offered as an alternate to EDUC 555. **Prerequisite:** All courses in the M.Ed. in administration/supervision program sequence. **Three hours per week.**

557. SCHOOL-COMMUNITY RELATIONS 3 hours credit

Focuses on the role and responsibility of school leaders in communication with the public and in building support for the school. Application of the principles of motivation and publicity, promotion and marketing are taken into account as the student practices the development of a variety of examples of communication instruments. Strategic planning concepts are applied to the development of a comprehensive plan for school-community relations in a setting of the student's own choosing. **Prerequisite:** EDUC 516. **Three hours per week.**

560. COLLEGE TEACHING 3 hours credit

Research-based investigation of theories and practices involved in teaching in institutions of higher education. Intended for graduate students aspiring to college teaching or academic leadership positions. Examines the roles and responsibilities of college instructors with emphasis on practical applications in college and university settings. **Three hours per week.**

561. SEMINAR: ISSUES AND TRENDS IN POSTSECONDARY EDUCATION 3 hours credit

Opportunities for research-based examination of selected current issues in postsecondary education and for students to share the efforts of their investigations on topics of interests. **Three hours per week.**

565. INTERNSHIP IN POSTSECONDARY EDUCATION 3 hours credit

Supervised, on-site field experiences and a series of seminars with other interns. Experimental learning enhanced by guided readings, interaction with professional practitioners, participation in activities of the host agency, completion of a major project and seminar discussions. **Prerequisite:** Consent of M.Ed. coordinator. **Five hours per week.**

570. SEMINAR: CURRENT ISSUES IN EDUCATIONAL TECHNOLOGY 3 hours credit

Opportunities for students to pursue and share research-based examinations of selected current issues in educational technology. Examines the use of educational technology as a tool in the classroom rather than how to teach students about technology. Focuses primarily on interactive and information sharing technologies. **Prerequisite:** EDUC 471 or permission of instructor.

571. TELECOMMUNICATIONS IN EDUCATION 3 hours credit

Examines the role of telecommunications in education in general and the Internet in particular. Provides a broad introduction to the role of telecommunications in the teaching and learning process as well as how the Internet is transforming the organization of schools. Examines the history of telecommunications and the Internet, the applications of telecommunications in contemporary learning environments and possible future directions. **Prerequisite:** EDUC 471 or permission of instructor.

576. LITERATURE FOR CHILDREN AND ADOLESCENTS 3 hours credit

Studies the works of important authors and illustrators in literature written specifically for children and adolescents with emphasis on selecting and using the literature in a balanced instructional program. **Three hours per week.**

577. ORAL AND WRITTEN LANGUAGE 3 hours credit

Current theories of language and literacy development as related to instructional practices, grades K-12. Emphasizes the development of compositional and technical elements of writing as it relates to total language and literacy development. **Three hours per week.**

578. SEMINAR IN TEACHING SECONDARY ENGLISH 3 hours credit

Capstone experience in the M.Ed. program engaging students in in-depth examination of current issues in literacy instruction for secondary students. General nature of issues remains constant but particular focus varies semester to semester, to reflect current thought. **Three hours per week.**

579. TRENDS IN ELEMENTARY LITERACY EDUCATION 3 hours credit

Grounds methods of teaching language and literacy in current knowledge and theory of language and literacy acquisition. Students take an active role in building personal theory to guide their practice in elementary literacy instruction. **Three hours per week.**

580. TRENDS IN MATHEMATICS AND SCIENCE EDUCATION IN THE ELEMENTARY SCHOOL 3 hours credit

Critical review and analysis of current issues, research and practices in the teaching and learning of science and mathematics in the elementary school. Emphasis on exploring the expanding knowledge base in each discipline. **Three hours per week.**

581. TRENDS IN SOCIAL STUDIES EDUCATION IN THE ELEMENTARY SCHOOL 3 hours credit

Examines the current perspectives, trends, issues and controversies in the field of social studies education, both in relation to content and pedagogy. Considers social studies in terms of its relationship to the social science disciplines. **Three hours per week.**

584. GROUP DYNAMICS IN CLASSROOM SETTINGS 3 hours credit

Aids educators in working effectively with groups in school settings. Laboratory method used to provide experience-based learning about group processes. Recent research on group dynamics and its application in school settings considered. Emphasis on the acquisition of skills and strategies in developing effective classroom groups. These skills are particularly helpful in situations where students are being mainstreamed. **Three hours per week.**

586. CONFLICT RESOLUTION AND PEER MEDIATION 3 hours credit

Prepares educators to resolve conflicts with students, faculty and administration. Participants learn how to teach conflict resolution skills to students and how to institute peer mediation programs at the classroom and school levels. **Three hours per week.**

587. COOPERATIVE LEARNING 3 hours credit

Provides students with skills to effectively utilize cooperative learning in the classroom. Class and team building, teaching of social skills and the use of appropriate cooperative learning structures emphasized. **Three hours per week.**

588. SEMINAR: EDUCATING INDIVIDUALS WITH DISABILITIES 3 hours credit

Special education services and issues from the perspective of elementary and secondary teachers. Focus on the inclusion model for various categories of disability. **Prerequisite:** EDUC 502.

590. SEMINAR IN EDUCATION 3 hours credit
Topics vary semester to semester. May be taken twice under different course subtitles. **Prerequisite:** Consent of instructor.

591. DIRECTED INDEPENDENT STUDY 1-3 hours credit
Permits self-study of problems not considered in other courses. May be taken twice under different course subtitles. **Prerequisites:** Approval of course instructor and department chair.

595. RESEARCH SEMINAR 3 hours credit

Capstone experience for students in the M.Ed. program. Students utilize research skills in completing a project based on a topic related to their concentration. Project must be presented to a professional audience. Students also reflect on how the M.Ed. program has made a difference in their professional lives. **Prerequisite:** EDUC 502, 24 hours of M.Ed. graduate credit.

Education (EMAT)

500. RESEARCH AND TECHNOLOGY I 3 hours credit

Introduces students to the three basic forms of research: historical, descriptive and experimental, with an emphasis on incorporating them into classroom teaching. ERIC and other databases used in library research. Provides a technological base for the development of videotapes, portfolios and a research methodology for subsequent courses. Qualitative and quantitative data treatments developed within the context of individual student projects and the evaluation of the research literature. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

501. DEVELOPMENT AND LEARNING APPLIED TO TEACHING 3 hours credit

Examines theory and research in human development and learning psychology with application to teaching in contemporary middle and secondary schools. Emphasis on translating theory into practice by integrating field experiences, class work, student projects, assignments and exams. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

502. SOCIAL AND PHILOSOPHICAL FOUNDATIONS OF CONTEMPORARY EDUCATION 3 hours credit

Analysis of social and philosophical tenets of education, with an emphasis on implications for contemporary middle and secondary schools. Examines current trends, issues, research and practice. Field experiences involving community, educational and social service agencies required. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

503. PRINCIPLES OF CURRICULUM AND CONSTRUCTION 3 hours credit

Historical and current influences on curriculum developments and classroom applications; examines underlying principles, philosophical and social influences on strategic planning processes and school improvements. Emphasis on technological impacts on curriculum and instruction. Curriculum strands, research studies and products reviewed and assessed. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

504. READING AND WRITING IN CONTENT AREAS 3 hours credit

Analysis of the reading/writing/learning process with emphasis on application of skills and strategies to facilitate student comprehension and learning of content in middle and secondary schools. Examines research and practice; field experiences required. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

505. METHODS OF TEACHING AND ASSESSMENT 3 hours credit

Effective instructional methods and educational assessment procedures. Examines general principles related to planning and delivering instruction. Emphasizes connection between assessment and instruction. Presents informal and formal assessment procedures. Field experience required. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

506. INCLUSIVE TEACHING FOR DIVERSE POPULATIONS 3 hours credit

Survey of special education and multicultural education. Instructional implications of diversity in the classroom. Current trends and instructional strategies for inclusion will be discussed and research opportunities provided. Field experiences. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

507, 509. M.A.T. INTERNSHIP I & II 3 hours credit each

Two full-time, seven-week clinical experiences providing opportunities to actualize the latest educational research and theory into practice, including but not exclusive to observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor (experienced public school teacher) with guidance and support from the university supervisor. **Prerequisites:** Completion of all coursework in M.A.T. sequence; passing score on the PRAXIS and passing grade on the M.A.T. joint comprehensive examination. **Corequisite:** EMAT 511. **Three hours per week each.**

510. APPLIED RESEARCH AND TECHNOLOGY II 3 hours credit

Complete and present portfolios, action research projects and seminar papers. Integrates educational technology, especially as it applies to teaching in the schools. **Prerequisite:** Successful completion of internship and seminar courses. **Three hours per week.**

511. M.A.T. INTERNSHIP SEMINAR 3 hours credit

Forum for discussing problems encountered during the internship. Colloquium for developing strategies to resolve these problems. **Prerequisites:** Completion of all coursework in M.A.T. sequence prior to the internship; passing score on the PRAXIS and passing grade on the M.A.T. joint comprehensive examination. **Corequisites:** EMAT 507 and 509. **Three hours per week.**

521. TEACHING ENGLISH IN THE SECONDARY SCHOOL 3 hours credit

Prepares prospective teachers to teach English in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school English teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

522. SECONDARY SCHOOL SCIENCE METHODS 3 hours credit

Prepares prospective teachers to teach science in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school science teacher for observations and bit

teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

523. SECONDARY SCHOOL SOCIAL STUDIES METHODS **3 hours credit**

Prepares prospective teachers to teach social studies in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school social studies teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

524. SECONDARY SCHOOL FOREIGN LANGUAGE METHODS **3 hours credit**

Prepares prospective teachers to teach foreign language in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school foreign language teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

525. SECONDARY SCHOOL MATHEMATICS METHODS **3 hours credit**

Prepares prospective teachers to teach mathematics in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school mathematics teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

English (ENGL)

405. MAJOR FILM DIRECTORS **3 hours credit**

Intensive study of individual American and foreign auteur directors, singly or in groups. Focus on those artists who write their own screenplays and direct their own films. May be repeated twice if different directors are studied. **Three hours per week.**

411. CHAUCER (Author) **3 hours credit**
Chaucer's major works with emphasis on *The Canterbury Tales*. **Three hours per week.**

412. MILTON (Author) **3 hours credit**
The sonnets, companion poems, essays and drama. Emphasis on *Paradise Lost*. **Three hours per week.**

414. ELIZABETHAN AND JACOBAN LITERATURE (Period) **3 hours credit**

A study of major British literature, exclusive of Shakespeare, from 1500-1660. Authors include Sidney, Spenser, Donne and Milton. **Three hours per week.**

419. SHAKESPEARE **3 hours credit**
A study of the major comedies and histories with an emphasis on the tragedies. **Three hours per week.**

420. RESTORATION AND 18TH CENTURY LITERATURE (Period) **3 hours credit**

A study of British literature from 1660 through the 18th century. Writers studied are Rochester, Dryden, Defoe, Swift, Pope, Johnson, Boswell and Goldsmith. **Three hours per week.**

425. VICTORIAN LITERATURE (Period) **3 hours credit**
A study of major British literature during the reign of Queen Victoria. Writers studied may include Tennyson, Browning, Arnold, Carlyle, Newman and Ruskin. **Three hours per week.**

421. ROMANTIC LITERATURE (Period) **3 hours credit**
Study of British poetry and aesthetics from the French Revolution through the first third of the 19th century. Primary readings from Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. **Three hours per week.**

426. COLONIAL AMERICAN LITERATURE (Period) **3 hours credit**

A study of American literature prior to 1820. Writers studied may include Bradford, Bradstreet, Taylor, Edwards, Franklin, Irving and Cooper. **Three hours per week.**

427. THE AMERICAN RENAISSANCE (Period) **3 hours credit**

A study of the Transcendental Movement and literature between 1830 and 1870. Emphasis on the works of Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. **Three hours per week.**

428. AMERICAN SOUTHERN RENAISSANCE 1930-1970 (Period) **3 hours credit**

A study of fiction produced in the South between 1930 and 1970. Writers may include Glasgow, Faulkner, O'Connor, Welty, Porter, Warren, Percy, Capote, Taylor, Grau, Styron and Young. **Three hours per week.**

430. PRINCIPLES OF LINGUISTICS **3 hours credit**

A detailed study of the primary linguistic systems, including: phonology, morphology, semantics, syntax and pragmatics. Introduces important sociolinguistic research concerns. **Prerequisite:** ENGL 102. **Three hours per week.**

431. SURVEY OF MODERN ENGLISH GRAMMAR **3 hours credit**

A study of modern English grammar accomplished through a variety of language analysis approaches, including traditional, structural and transformational. **Prerequisite:** ENGL 110 or 430 or permission of instructor. **Three hours per week.**

432. LITERACY AND ESOL READING **3 hours credit**

Introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics include models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

433. LANGUAGE AND CULTURE **3 hours credit**

A linguistic approach to the peculiar relationship between a language and the cultural total of which the language is a part. Examines language variations within a community according to gender, age, geography, ethnicity, socio-economic class and level of education. Considers the educational, political and economic implications. **Prerequisite:** ENGL 102. **Three hours per week.**

438. BILINGUALISM **3 hours credit**

A study of what it means to be a bilingual child or adult. Explores the mind's role in bilingualism and in language acquisition. Surveys educational systems' response to language variance among students and explores the social, academic and language learning consequences of growing up bilingual in the USA. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

439. SECOND LANGUAGE ACQUISITION LEARNING **3 hours credit**

Introduction to second language acquisition (SLA) theory and the application of SLA theory to second/foreign language teaching practices. Explores what it means to know a language and, hence, how one learns a second language. **Prerequisite:** ENGL 110 or 430 or consent of instructor. **Three hours per week.**

442. PRACTICUM IN ENGLISH **1-3 hours credit**

Under the close supervision of a master teacher, an advanced student in an English option interns as a teaching assistant in a lower-division course in that option. **Prerequisites:** Nine hours of coursework in that option and approval of department chair. **Variable hours per week.**

443. LITERACY AND ESOL WRITING **3 hours credit**

Introduces students interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics include writing theory, writing strategies, evaluating writing, and writers and rhetorical concerns. Students develop a literacy project, writing materials for specific ESOL students. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

448. LITERATURE OF THE THIRD WORLD **3 hours credit**

Study of Third World literature and ways it resembles and differs from Western literature in matters of theme, style or content. May include authors such as Fuentes, Garcia Marquez, Paton, Head, Achebe, Thiong'o, Hulme. **Three hours per week.**

449. ETHNIC LITERATURE IN AMERICA **3 hours credit**

Explores literature of America's ethnic cultures and their historical and literary contexts. Emphasizes but not limited to literature of African-, Asian-, Jewish-, Mexican- and Native-Americans. **Three hours per week.**

450. PHILOSOPHICAL CONCEPTS IN LITERATURE **3 hours credit**

An examination of a philosophical theme, such as existentialism or tragedy, as reflected in literature. Can be repeated for credit with different themes. **Prerequisites:** ENGL 102 and a philosophy course, or consent of instructor. **Three hours per week.**

453. MODERN POETRY (Genre) **3 hours credit**

A study of British and American poetry from Yeats through World War II. Poets include Hopkins, Yeats, Eliot, Pound, Frost, Williams, Robinson, Crane, Stevens, Auden and Dylan Thomas. **Three hours per week.**

457. AMERICAN NOVEL I (Genre) **3 hours credit**

A study of major American novels through World War I. Writers studied may include Hawthorne, Crane, Melville, James and Twain. **Three hours per week.**

458. AMERICAN NOVEL II (Genre) **3 hours credit**

A study of major American novels between World War I and World War II. Writers studied may include Fitzgerald, Hemingway, Steinbeck, Faulkner and Lewis. **Three hours per week.**

459. CONTEMPORARY LITERATURE (Period) **3 hours credit**

A study of selected literature from 1945 to the present. **Three hours per week.**

460. BRITISH NOVEL I (Genre) **3 hours credit**

A study of the British novel through the 18th century. Novelists studied include Defoe, Richardson, Fielding, Sterne, Smollett and Austen. **Three hours per week.**

462. BRITISH NOVEL II (Genre) **3 hours credit**

A study of the British novel of the 19th and 20th centuries, with works chosen from the writings of Austen, Dickens, Thackeray, Trollope, Hardy, Conrad, D.H. Lawrence and Virginia Woolf. **Three hours per week.**

463. LITERARY ANALYSIS **3 hours credit**

Analytical approaches to literature designed to teach teachers and prospective teachers traditional, formal, psychological, mythological and exponential analyses of narrative fiction, drama and poetry applied to the various genres. **Three hours per week.**

465. RESEARCH IN COMPOSITION **3 hours credit**

Explores current theories and research on writing process and product. Topics include definitions of writing; rhetorical contexts; heuristics for prewriting, writing and rewriting; questions of arrangement, style, grammar, mechanics and assessment. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

466. CURRENT PROBLEMS IN COMPOSITION RESEARCH **3 hours credit**

Applies theoretical concepts from ENGL 465 to current issues in composition and rhetoric research (such as basic writing, methods of responding to student writing and audience adaptation). Emphasizes modes of research for continuing investigation of these issues. **Prerequisite:** ENGL 465 or approval of the professor. **Three hours per week.**

470. HISTORY OF RHETORIC IN INSTRUCTION **3 hours credit**

Studies how changing views of rhetoric influence the development of composition instruction in English departments. **Three hours per week.**

490. TOPICS IN ENGLISH **1-3 hours credit**

Intensive study of a literary genre, figure or period; or intensive study in language, writing or film. May be repeated for credit in different areas of study. **Prerequisite:** ENGL 102 or consent of instructor.

491. TOPICS IN LINGUISTICS AND LANGUAGE LEARNING **3 hours credit**

An examination of selected topics of linguistics as they relate directly to first and second language learning. The course may focus on such topics as phonology and language learning, syntactic theory and language learning, or discourse and language learning. This course may be repeated once under different course subtitles recorded with the registrar. **Prerequisite:** ENGL 430. **Three hours per week.**

500. SEMINAR IN AMERICAN LITERATURE THROUGH THE 19TH CENTURY **3 hours credit**

A study of selected topics in American literature through the 19th century. Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

501. SEMINAR IN AMERICAN LITERATURE OF THE 20TH CENTURY **3 hours credit**

A study of selected topics in American literature of the 20th century (up to 1945). Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

502. SEMINAR IN ENGLISH LITERATURE I 3 hours credit

A study of selected topics in English literature from the beginnings to 1660. Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

503. SEMINAR IN ENGLISH LITERATURE II 3 hours credit

A study of selected topics in English literature of the Restoration and 18th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

504. SEMINAR IN ENGLISH LITERATURE III 3 hours credit

A study in selected topics of English literature of the 19th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

505. SEMINAR IN ENGLISH LITERATURE IV 3 hours credit

A study of selected topics in English literature of the 20th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

509. SEMINAR IN LANGUAGE STUDY 3 hours credit

A study in selected topics in language and linguistics. The course focuses in different semesters on such topics as the new English, descriptive or historical linguistics, morphology-syntax, or phonetics and phonemics, teaching standard English to speakers of other languages or to speakers of other dialects. May be repeated under different course subtitles recorded with the registrar. **Prerequisite:** ENGL 110 or 431 or consent of instructor. **Three hours per week.**

510. SEMINAR IN LITERATURE: SPECIAL TOPICS 3 hours credit

Examines topics in English and American literature which cross traditional, chronological, national or ontological boundaries. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

514. WRITING PROGRAM ISSUES 3 hours credit

Explores successful writing programs, particularly at the college level, and their connections to research/theory in composition. Requires students to evaluate and propose guidelines for composition study and instruction.

515. EASTERN SHORE WRITING PROJECT SUMMER INSTITUTE 6 hours credit

Explores current theories about the composing process and their implications for teaching writing and using writing to teach other content areas. Focuses on adapting and evaluating classroom activities for different grade levels and educational settings. Cross-listed with EDUC 515. **Prerequisite:** Consent of the instructor.

528. ESOL TESTS AND MEASUREMENTS 3 hours credit

Introduces students to present-day language theory and practice. Objectives are not only to increase students' skills in writing classroom language tests and assessing standardized instruments, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit

Preparation of optional research project in master's degree program under department supervision.

531. THESIS 3 hours credit

533. ESOL PROGRAM DEVELOPMENT 3 hours credit
Introduces students to the theory, practice and special needs in developing and implementing an ESOL curriculum in a public, private or business enterprise for language learners K-adult. Allows students to explore the complexities involved in planning and developing a language curriculum; sensitize themselves to the cultural conflicts and biases, both socio-linguistic and linguistic, which are faced by limited English proficient students; and to prepare for the actual writing and implementing of an ESOL curriculum where needed. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

French (FREN)**401. ADVANCED COMPOSITION AND MORPHOLOGY** 3 hours credit

Synthesis on an intense, advanced level of all of the principles of morphology, syntax, sentence development and sentence structure through translation and detailed composition. **Prerequisite:** FREN 310 or consent of department chair. **Three hours per week.**

402. ADVANCED CONVERSATION 3 hours credit

Provides greater flexibility in the spoken language by intense oral practice to correct the defects of pronunciation and diction through phonetics. **Prerequisite:** FREN 312 or consent of department chair. **Three hours per week.**

405. SPECIAL PROBLEMS IN FRENCH 1-6 hours credit

Individual study of special areas in French linguistics or in French literature with the advice and direction from a member of the department. May be repeated with new content. **Prerequisite:** Consent of department chair.

480. SENIOR SEMINAR 1-3 hours credit

For senior French majors. Research encompassing several areas of French life and culture, language and literature is brought to bear upon a single theme or issue. **Prerequisite:** Senior standing.

Geography and Regional Planning (GEOG)**401. SOIL, WATER AND ENVIRONMENT** 3 hours credit

Study of the role of soil and water in the physical environment and practices used in analyzing and managing these resources. **Prerequisite:** GEOL 103 or 105 or consent of instructor. **Two one-hour lectures; one two-hour laboratory or one field trip per week.**

404. RURAL SETTLEMENT AND LAND USE 3 hours credit

Analysis of the economic, demographic and spatial patterns of the rural United States. Special attention given to the problems and potentialities of non-metropolitan areas and to land use planning. **Prerequisite:** GEOG 203 or consent of instructor. **Three hours per week.**

406. REGIONAL PLANNING 3 hours credit

Analysis of the spatial incidence of economic growth. Emphasis on the spatial dimension as an important consideration in the theory and practice of economic development planning. **Prerequisite:** GEOG 203 or consent of instructor. **Three hours per week.**

408. URBAN PLANNING 3 hours credit

Examination of theories and policies related to urban development and land use planning, along with techniques for evaluation. Assessment of the urban planning process with case studies. **Prerequisite:** GEOG 208 or consent of instructor. **Three hours per week.**

410. METEOROLOGY 3 hours credit

Analysis of physical processes and dynamics of the atmosphere. Topics include upper atmospheric flow, forecasting and severe weather. **Prerequisite:** GEOG 201 or consent of instructor. **Three hours per week.**

411. GEOMORPHOLOGY 3 hours credit

Landform analysis. Study of agents of erosion and deposition—water, wind and ice—and of internal forces which leave visible evidence on the earth's surface. **Prerequisite:** GEOL 103 or consent of instructor. **Four hours per week; three one-day, one three-day field trips.**

413. APPLIED CLIMATOLOGY 3 hours credit

Analysis of the impact of climate on the physical environment and human behavior. Topics include climatic change, contemporary climatic problems and the influence of climate on agriculture, and energy use. **Prerequisite:** GEOG 201 or consent of instructor. **Three hours per week.**

415. SELECTED PROBLEMS 3 hours credit

Independent study permitting research or in-depth work on a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for senior with 18 or more hours in geography. **Prerequisite:** Consent of department review committee.

422. READINGS IN GEOGRAPHY 3 hours credit

Permits in-depth study of a selected topic to be indicated on student's transcript. **Prerequisite:** Consent of department review committee.

450. TOPICS IN GEOGRAPHY 3 hours credit

Analysis of a selected systematic/regional topic to be entered on the student's transcript. May be taken three times for credit under different subtitles. **Prerequisite:** Consent of instructor. **Three hours per week.**

460. INTERNSHIP 1-3 hours credit

Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Approval of the department. **Three hours per week for each credit hour.**

475. FIELD PROBLEMS IN GEOGRAPHY 3-6 hours credit

Geographic research field experience. Development of a research proposal, collection and analysis of data, and the integration of such in a formal research paper. **Prerequisite:** Consent of instructor.

504. SEMINAR: PHYSICAL GEOGRAPHY 3 hours credit

Seminar deals with current problems in the areas of meteorology, climatology, soils, geomorphology and vegetation. Topics selected with consent of instructor. May be taken twice for credit under different subtitles. **Prerequisite:** 400-level physical geography course or consent of instructor. **Three hours per week.**

506. SEMINAR IN REGIONAL GEOGRAPHY 3 hours credit

Analysis of selected topics on the physical and/or human geography of specified geographic regions. The region under consideration varies from semester to semester. Topics chosen with consent of instructor. May be taken twice for credit under different subtitles. **Prerequisite:** 400-level physical geography course or consent of instructor. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit

Preparation of optional research project in master's degree program under departmental direction.

Health (HLTH)**401. COMMUNITY HEALTH** 3 hours credit

Study of the factors involved in improving public health, including a survey of community health problems and resources and the role of the teacher in community health. **Three hours per week.**

410. STRESS AND STRESS MANAGEMENT 3 hours credit

Provides an understanding of the nature of the stress response and the practical application of stress management techniques. Major topics include the psychophysiology of stress, the role of stress in disease, social engineering, cognitive reappraisal and relaxation training. Useful for personal growth and professional application. **Prerequisites:** BIOL 215, 216. **Three hours per week.** (fall semester only)

History (HIST)**400. HISTORY OF MARYLAND** 3 hours credit

Study of Maryland history and government from the Colonial period to present. Places special stress on the leaders, institutions and contributions made in Maryland and by Maryland to the nation. **Three hours per week.**

401. HISTORY OF U.S. FOREIGN RELATIONS 3 hours credit

Historical study of U.S. foreign relations from independence to the present, focusing on the global impact of the nation as an economic, cultural, political and military superpower. **Prerequisites:** HIST 201, 202. **Three hours per week.**

405. THE UNITED STATES IN THE 20TH CENTURY I 3 hours credit

Populism to 1932. Study of the political, economic, intellectual and social problems attending America's rise to world power late in the 19th century, involvement in World War I, the changes attending that conflict and the problems of the 1920s. **Prerequisites:** HIST 201, 202. **Three hours per week.**

406. THE UNITED STATES IN THE 20TH CENTURY II 3 hours credit

F.D. Roosevelt to the present. Study of the efforts of the United States to resolve the complex problems of the 1930s intensified by the Great Depression, its involvement in World War II and struggles to maintain peace in the post-war world. **Prerequisites:** HIST 201, 202. **Three hours per week.**

407. THE WESTWARD MOVEMENT 3 hours credit

Study of the westward movement from the Atlantic to the Trans-Allegheny and Trans-Mississippi West, with emphasis upon the influence of the frontiers in shaping American civilization. **Three hours per week.**

408. HISTORY OF THE SOUTH 3 hours credit

History of the South from the Colonial period to the present, covering developments in politics, economics, culture and society. **Three hours per week.**

412, 413. SOCIAL AND CULTURAL HISTORY OF THE UNITED STATES I and II 3 hours credit each

Studies of American thought as reflected by the people and leaders. Development of American heritage from the Colonial period to the present, emphasizing the intellectual, social, religious and economic movements. The first course covers from the Colonial period to Reconstruction and the second course from about 1876 to present. **Three hours per week.**

417. HISTORY OF SCIENCE AND TECHNOLOGY 3 hours credit

Survey of evolution of scientific achievements and technology in the Western world, with particular emphasis on the cultural,

economic and social implications of these developments. **Prerequisites:** HIST 101, 102. **Three hours per week.**

421. EUROPE IN THE 20TH CENTURY WORLD 3 hours credit

Study of the economic, social, intellectual and political development of Europe, viewed in the context of world wars, depression and conflicting political ideologies, showing the decline of European dominance and the rise of America and Asia. **Prerequisites:** HIST 101, 102. **Three hours per week.**

423. IMPERIAL RUSSIA 3 hours credit

Study of the Russia empire from Peter the Great to the 1917 revolution focusing on the political, economic and social developments, Russia's expansion and the conditions that led to revolution. **Prerequisites:** HIST 101, 102. **Three hours per week.**

424. MODERN RUSSIA 3 hours credit

Survey of 20th-century Russia and the Soviet Union, emphasizing the growth to global power, continuity and change, and the inherent problems that led to Soviet collapse and the rise of a new Russia. **Prerequisites:** HIST 101, 102. **Three hours per week.**

430. READINGS IN HISTORY 3 hours credit

Readings course for students who have achieved above average in at least 18 hours of history courses. May be taken twice under different course titles recorded with the registrar. **Prerequisite:** Permission of department chair. **Three hours per week.**

440. MINORITY GROUPS IN UNITED STATES HISTORY 3 hours credit

Attention to the role and contribution of minority groups in general, with special emphasis on some of the larger and older minority groups. **Three hours per week.**

445. AFRICAN-AMERICAN HISTORY 3 hours credit

Study of the life and role of the African-American from the Colonial period to the present. **Three hours per week.**

460. HISTORY OF CHINA SINCE 1800 3 hours credit

The revolutionary transformation of China from the 19th century to the present, with emphasis on the impact of imperialism, the profound effects of Western technology and foreign policy wrought by the history of its relations with the West. **Prerequisites:** HIST 101, 102. **Three hours per week.**

470. HISTORY OF THE EARLY ROMAN EMPIRE 3 hours credit

Study of particular institutions and movements in Roman history. Emphasis on family history and social and religious trends during the early imperial period of Roman history. **Prerequisites:** HIST 101, 102. **Three hours per week.**

472. STUDIES IN CLASSICAL ARCHAEOLOGY 3 hours credit

Assorted topics and archaeological sites of the ancient Mediterranean world (Crete, Greece and Italy). May be taken twice under different subtitles. **Prerequisites:** HIST 101, 102. **Three hours per week.**

474. HISTORY OF ANCIENT EGYPT 3 hours credit

Intensive study of three eras of Egyptian history: the Pyramid Age, the chaotic Middle Kingdom and New Kingdom Absolutism. Emphasis on cultural, religious and artistic contributions. **Prerequisite:** HIST 101. **Three hours per week.**

480. MUSEUM STUDIES 3 hours credit

Work experience course that invites students to learn techniques of museology. Students work in cooperation with various local or regional museums under the supervision and direction of a museum curator. May be taken twice with the

consent of the instructor. **Prerequisite:** Written approval of department chair to register. **Three hours per week.**

490. STUDIES IN HISTORY 3 hours credit

Intensive historical study of particular periods and groups, economic, intellectual, cultural, social movements and/or institutions. May be taken twice under different course titles recorded with the registrar. **Prerequisite:** Consent of department chair. **Three hours per week.**

502. SEMINAR: COLONIAL AND REVOLUTIONARY AMERICA 3 hours credit

A study of Colonial institutions and the American Revolutionary movement. Emphasis is placed upon the study of specific topics through individual research projects. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

503. SEMINAR IN 19TH CENTURY AMERICA 3 hours credit

An opportunity to explore in-depth 19th century American society, via themes selected by the instructor. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

504. SEMINAR IN EUROPEAN HISTORY 3 hours credit

Designed to enable the student to explore, through intensive research, basic problems in European history. The period or topics to be studied will be selected by the instructor. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

505. SEMINAR: MARYLAND HISTORY 3 hours credit

Designed to acquaint students, through readings and research, with some of the major problems and developments in the history of Maryland. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

506. SEMINAR IN 20TH CENTURY AMERICA 3 hours credit

Enables intensive exploration of specific periods and/or problems in this century through individual research. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

508. SEMINAR IN AMERICAN DIPLOMACY 3 hours credit

Permits investigation, through reading and research, of selected problems in the history of American diplomacy. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

510. SEMINAR IN LATIN AMERICAN HISTORY 3 hours credit

An intensive study of major institutions and specific periods in Latin America through reading and research. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

512. READING SEMINAR 3 hours credit

An extensive-intensive directed readings course on a topic selected by the instructor. It is intended to be an in-depth survey of a specific topic, as well as preparation for the written and oral examinations for the M.A. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit

Preparation of optional research project in master's degree program under departmental supervision. **Three hours per week.**

531. THESIS 3 hours credit

Information Systems Management (ISMN)

655. INFORMATION SYSTEMS FOR MANAGEMENT DECISIONS 3 hours credit

Computerized management tools for decision-making are emphasized. Design and use of data processing systems, transaction processing systems and decision support systems discussed. Microcomputer applications include database management spreadsheets, statistical and word processing packages. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

Mathematics (MATH)

402. THEORY OF NUMBERS 3 hours credit

Basic concepts: integers, prime numbers, divisibility, congruences and residues. **Prerequisite:** MATH 201. **Three hours per week.**

406. GEOMETRIC STRUCTURES 3 hours credit

Axiomatic development of incidence, ordered incidence, affine and absolute geometries; investigation of Euclidean and non-Euclidean geometries. **Prerequisite:** MATH 201. **Three hours per week.**

413. MATHEMATICAL STATISTICS I 3 hours credit

Axioms and algebra of probability, discrete and continuous random variables distribution, multivariate distributions, limit theorems. **Prerequisite:** MATH 310. **Three hours per week.**

414. MATHEMATICAL STATISTICS II 3 hours credit

Methods of estimating, properties of estimator, hypothesis testing, linear models, least squares, analysis of variance, enumerative data, non-parametric statistics. **Prerequisite:** MATH 413. **Three hours per week.**

441. ABSTRACT ALGEBRA 3 hours credit

Introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials. **Prerequisite:** MATH 306 or 310. **Three hours per week.**

451. ANALYSIS I 3 hours credit

Modern abstract analysis including topology of the real number system, sequences, continuity and differentiability. **Prerequisite:** MATH 310. **Three hours per week.**

465. MATHEMATICAL MODELS AND APPLICATIONS 3 hours credit

Mathematical basis for model building; examples of simple models for uncomplicated systems in biology, psychology, business and other fields; finite Markov process; models for growth process. **Prerequisite:** MATH 306. **Three hours per week.**

471. NUMERICAL METHODS 3 hours credit

Interpolation, functional approximation, numerical differentiation and integration, non-linear equations, systems of linear equations, analysis of error. **Prerequisite:** MATH 311, programming experience.

480. HISTORY OF MATHEMATICS 3 hours credit

Study of the chronological development of mathematics with emphasis on both the mathematical concepts and the principal contributors to the development of those concepts. **Prerequisite:** MATH 402 or 406 or 441. **Three hours per week.**

490. SPECIAL TOPICS 3 hours credit

Enables study in specialized areas such as complex variables, logic, non-Euclidean geometry or other topics suggested by faculty or students. May be taken twice under different titles recorded by the registrar. **Prerequisite:** (For most topics) MATH 306, 310. **Three hours per week.**

500. FOUNDATIONS OF NUMBER THEORY 3 hours credit

Designed for teachers of arithmetic, with emphasis on the development of the real number system in elementary number theory. **Prerequisite:** One course in college mathematics or consent of instructor. **Three hours per week.**

502. APPLIED STATISTICS 3 hours credit

The use of linear models in the analysis of data, starting with simple models and going to more complex models. Special attention given to the use and abuse of these models by researchers. **Prerequisite:** A course in statistics (MATH 151). **Three hours per week.**

506. SELECTED TOPICS 3 hours credit

Designed for students with a major in mathematics to develop topics in mathematics not included in their undergraduate program, or to extend areas previously studied. Specific topic may be indicated on transcript. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Approval of the department.

507. SEMINAR: ALGEBRA 3 hours credit

A seminar dealing with selected topics from line art and abstract algebra. A seminar paper is required. **Prerequisite:** Approval of the department.

530. DIRECTED RESEARCH 3 hours credit

Preparation of optional research project in Master of Education program under departmental supervision.

590. SPECIAL PROBLEMS IN MATHEMATICS 3 hours credit

Individually designed programs including summer workshops and special seminars. Specific topic indicated on transcript. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Consent of instructor.

Music (MUSA, MUSC)

400. RENAISSANCE AND BAROQUE MUSICAL STYLES 3 hours credit

Philosophy, musical forms and styles of the period 1500-1750; study of representative vocal and instrumental music by outstanding composers of the period. **Prerequisite:** MUSC 104 or equivalent. **Three hours per week.**

401. MUSICAL STYLES OF THE 18TH AND 19TH CENTURIES 3 hours credit

Philosophy, musical forms and styles of the period 1750-1900; study of representative vocal and instrumental music by outstanding composers of the period. **Prerequisite:** MUSC 104 or equivalent. **Three hours per week.**

403. THE HISTORY OF THE PIANOFORTE AND ITS LITERATURE 3 hours credit

Comprehensive study of the piano and its predecessors. Traces the history of keyboard instruments, emphasizing the ways in which the development of the instruments interacted with the development of keyboard literature and performance practices. Includes familiarization with the principal keyboard composers, performers and instrument makers from earliest times to the present. **Prerequisites:** MUSC 200, 110, 104 or approval of instructor. **Three hours per week.**

406. THEORY OF ELECTRONIC MUSIC 3 hours credit

Theoretical approach to the practical application of music synthesis through reading, listening, analysis and studio experience. **Prerequisite:** MUSC 112 or permission of instructor. **Three hours per week.**

408. MODERN MUSIC 3 hours credit

Emergence of new developments from late romantic music through serial and electronic music, including influences of jazz

and consideration of social forces and current world events. **Prerequisite:** MUSC 104 or equivalent. **Three hours per week.**

409. INTRODUCTION TO ETHNOMUSICOLOGY 3 hours credit

Study of music of world cultures not associated with the traditional study of Western art music with emphasis on the musics of Eastern Europe; the Near, Middle and Far East; Africa; the Pacific Islands; and native America. **Prerequisites:** MUSC 104 or 110 and 200 or approval of instructor. **Three hours per week.**

410. CHURCH MUSIC 3 hours credit

Designed for the practicing or potential church musician. A practical course dealing with all aspects of the church music program. **Prerequisite:** Approval of instructor. **Three hours per week.**

411. APPLIED MUSIC I 1-2 hours credit

An advanced course in performance techniques using a wide variety of literature. A solo recital (alone or sharing a program with other students) encompassing music of many styles and periods is a required culmination. Students will elect one performing medium (piano or voice or organ or other instrument) and must have completed the fourth course in the sequence for the instrument as a prerequisite. Each course may be repeated for credit once.

412. APPLIED MUSIC II 1-2 hours credit

Advanced course in performing techniques using a wide variety of literature. A solo recital (alone or sharing a program with other students) encompassing music of many styles and periods as a required culmination. Students elect one performing medium (piano, voice, organ or other instrument) and must have completed the fourth course in the sequence for the instrument as a prerequisite. Each course may be repeated once for credit.

416. AMERICAN MUSIC 3 hours credit

Analysis of musical forces and styles as they reflect the nation's development and America's unique contributions to the growth of music as an art form. **Prerequisite:** MUSC 104 or equivalent. **Three hours per week.**

426. ARRANGING FOR VOICES AND INSTRUMENTS 3 hours credit

Fundamental techniques of scoring for various cappella and accompanied voice combinations, special characteristics of each choir of instruments, range of voices, selection on suitable literature for treatment in different ensembles, with considerations of style. **Prerequisite or corequisite:** MUSC 304. **Three hours per week.**

435. CHORAL LITERATURE 3 hours credit

Class investigation and evaluation of choral music for all voice combinations appropriate for elementary school through senior high school and adult ensembles. **Prerequisite:** Approval of instructor. **Three hours per week.**

440. MODERN MARCHING BAND: TECHNIQUES AND MATERIALS 3 hours credit

Detailed work-survey of traditional marching band styles and their adaptation to current trends. **Prerequisite:** Approval of instructor. **Three hours per week.**

441. INSTRUMENTAL LITERATURE 3 hours credit

Class investigation and evaluation of new methods and materials for bands, orchestras and instrumental ensembles. **Prerequisite:** Approval of instructor. **Three hours per week.**

450. STUDIES IN MUSIC 3 hours credit

Study of a single composer, musical form, performance medium or technique, or topic in music education. Topic varies semester

to semester. May be taken twice for credit. Possible prerequisite(s) listed according to topic by semester. **Three hours per week.**

490. DIRECTED INDEPENDENT STUDY 1-3 hours credit

Tutorial in any area of music; open to seniors and graduate students. May include continuation of a skills development program begun in the lower-level independent study course, or any type of individual research in music not normally included in courses offered by the department, or individual study of an area needed for teacher certification but not offered by the department in the current semester. Approval in writing of department chair and supervising faculty member prior to registration, with the area of study to be specified in writing. May be repeated for a maximum of six credits.

500. 20TH CENTURY MUSIC 3 hours credit

Analysis of the manner in which melody, rhythm, harmony, form and orchestral instruments are used by major modern composers. Political, economic and social forces and current world events are considered for their effects on music of our time. **Three hours per week.**

501. SYMPHONY ORCHESTRA 1 hour credit

Research and performance of major works in orchestral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

502. SYMPHONY ORCHESTRA 1 hour credit

Continued research and performance of major works in the field of orchestral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

503. SYMPHONY ORCHESTRA 1 hour credit

Research and performance of major works in the field of orchestral literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours studio per week.**

505. MUSIC HISTORY AND MUSICAL STYLE 3 hours credit

The development of Western musical style is traced from early written records to the present, stressing the continuity of basic musical principles. **Prerequisite:** One course in music history or a stylistic period. **Three hours per week.**

507. CHAMBER CHOIR 1 hour credit

Research and performance of major works in choral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

508. CHAMBER CHOIR 1 hour credit

Continued research and performance of major works in the field of choral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

509. CHAMBER CHOIR 1 hour credit

Research and performance of major works in the field of choral literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours rehearsal per week.**

510. RECENT ISSUES AND TRENDS IN MUSIC EDUCATION 3 hours credit

Student-researched seminar presentations on pertinent current issues in general, vocal and instrumental music education. The seminar presentations will, through researching current trends, arrive at conclusions compatible with current practices in music education. **Prerequisites:** ELED 419 and SCED 429 or equivalent. **Three hours per week.**

512. ADMINISTRATION AND SUPERVISION IN SCHOOL MUSIC 3 hours credit

Deals with the need and purpose of supervision in music. Areas of concentration include factors affecting the learning process, curriculum building, fiscal management, evaluation and staff-community relations. **Three hours per week.**

515. ADVANCED CHORAL CONDUCTING 3 hours credit

Designed for the practicing choral conductor. Includes techniques, stylistic interpretation, repertoire and organizational problem analysis. **Prerequisite:** MUSC 310 or equivalent. **Three hours lecture, two hours laboratory per week.**

516. WIND ENSEMBLE 1 hour credit

Research and performance of major works in wind ensemble literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

517. WIND ENSEMBLE 1 hour credit

Continued research and performance of major works in the field of wind ensemble literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

518. WIND ENSEMBLE 1 hour credit

Research and performance of major works in the field of wind ensemble literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours rehearsal per week.**

520. PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES IN MUSIC EDUCATION 3 hours credit

A review of philosophical tenets and psychological principles as applied to contemporary music education practices, including the standard and recently developed musical aptitude and achievement tests. **Prerequisite:** Graduate status. **Three hours per week.**

530. DIRECTED RESEARCH IN MUSIC/MUSIC EDUCATION 3 hours credit

Preparation of optional research project in the M.Ed. program under the direction of departmental faculty. Weekly conference with faculty sponsor.

538. APPLIED MUSIC IX 1-2 hours credit

Individual studio instruction providing a graduate extension of an undergraduate major performing area. **Prerequisite:** Audition.

539. APPLIED MUSIC X 1-2 hours credit

Continued individual studio instruction at graduate level in a major performing area. **Prerequisites:** Audition, MUSA 538.

590. DIRECTED INDEPENDENT STUDY 1-3 hours credit

An individual, graduate tutorial course including research topics not covered in available courses. May be repeated for a maximum of three hours credit under difference course subtitles recorded with the registrar. **Prerequisite:** Written specified area of study approved in writing by department chair and supervising faculty member prior to registration.

Nursing (NURS)

415. SPECIAL TOPICS IN NURSING 1-3 hours credit

Study of a selected area of nursing. Topics may vary semester to semester. Provides an opportunity for curriculum innovation or meeting the special needs or interests of undergraduate and graduate students. May be repeated for credit under different subtitles. **One to three hours lecture, zero to two hours laboratory per week.**

457. CULTURAL CONSIDERATIONS IN NURSING 2 hours credit

A basis for application of concepts, theories and methodologies from transcultural nursing to the practice of the health professional. Particular emphasis on the influence of culture on human response to health and illness. **Prerequisite:** Junior standing/consent of instructor. **Two hours per week.**

485. SCHOOL HEALTH 3 hours credit

Current issues relevant to the health of school-age children and adolescents. Topics include roles of teachers and health

professionals, current health problems and approaches to specific health problems. Intended for students in education and health-related professions. **Prerequisite:** PSYC 300/ EDUC 300/consent of instructor. **Three hours per week.**

490. INDEPENDENT STUDY 1-3 hours credit

Intensive study in a specific area of nursing agreed upon by the student and faculty member. Open to senior and graduate students. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Written consent of instructor who will direct the study, chair of the department and director of the graduate program in nursing, if graduate credit is sought.

495. DIMENSIONS OF PROFESSIONAL NURSING 4 hours credit

Examines social, economic and political forces impacting health care and nursing roles in complex organizations. Provides framework for development of specialized nursing roles. Students integrate organization and role theories as leaders and change agents in a variety of health care settings. **Prerequisite:** Completion of semester III in the accelerated program track. **Two hours lecture, six hours clinical per week.**

512. ADVANCED HEALTH ASSESSMENT FOR FAMILY NURSE PRACTITIONERS 4 hours credit

Provides learning for a comprehensive physical, psychosocial, occupational and cultural assessment as foundational to advanced nurse practitioner practice. Application of history-taking and interviewing skills integral to the comprehensive practice of the nurse practitioner are demonstrated. Physical assessment skills focus on distinguishing normal findings from abnormal findings. Analyzes history, physical examination and laboratory data to formulate an accurate assessment of the client's status and establishes priorities of care. **Prerequisite:** BIOL 552, enrolled in FNP track; Health Assessment course at undergraduate level. **Two hours lecture, 10 hours clinical per week for a total of 150 hours.**

514. ISSUES IN PRIMARY CARE 3 hours credit

Utilizes a seminar approach to address key issues relevant to the advanced practice roles of nurses. Quality, ethics, and political and legislative issues addressed. Organization of health care delivery systems and the economic implications of health care as they affect clinical decisions and care are explored. Content in professional role development operationalizes the theoretical principles within the specialty of practice. **Prerequisites:** NURS 517 or 558 or 559 or permission of instructor. **Three hours lecture per week.**

515. EPIDEMIOLOGY 3 hours credit

Focus on epidemiologic concepts and the incorporation of empirical epidemiologic data into the advanced application of nursing process. Emphasis on the study of health problems affecting families in rural settings. May not be taken by students who have received credit for NURS 553. **Three hours lecture per week.**

516. FAMILY NURSING I 5 hours credit

Explores advanced theoretical and empirical knowledge related to families, with special attention to families in rural settings. Emphasis on incorporation of this knowledge into the advanced application of the nursing process with the rural family as a client to improve family health. **Three hours lecture, six hours clinical practice per week.**

517. FAMILY NURSING II 5 hours credit

Continues the exploration of advanced theoretical and empirical knowledge related to families in rural settings, with emphasis on the application of research findings. The expanded application of the nursing process focuses on the culture and characteristics of the rural communities in which families live and their influences on health and adaptation. **Prerequisite:**

NURS 515. Corequisite: NURS 516. **Two hours lecture, nine hours clinical practice per week.**

522. CLINICAL THERAPEUTICS 3 hours credit
Presents a study of clinical pharmacological and related physiological processes which are basic to advanced nursing practice. Focus on the clinical application of pharmacological agents most frequently prescribed by nurse practitioners. Prescription writing is presented including legal and socioeconomic factors. Clinical thinking is emphasized throughout the course as a necessary component of accountable clinical practice. **Prerequisites:** BIOL 552, enrolled in the FNP track or permission of the instructor. **Three hours lecture per week.**

538. NURSING THEORIES 3 hours credit
Examines the nature of concepts, models and theories in the context of scientific development and the historical development of nursing knowledge. A comparative analysis of evolving nursing theories will be made in regard to meeting criteria for theory building; major concepts used; theoretical perspective used; testability and practicality for application with the nursing process in clinical practice, teaching and research. **Three hours lecture per week.**

544. NURSING RESEARCH DESIGNS 3 hours credit
Builds upon knowledge of the research process learned at the baccalaureate level. Focuses on the importance of the research process in the development and testing of nursing theory. Emphasis on the role of the advanced nurse practitioner as a consumer and practitioner of nursing research. **Prerequisite:** MATH 502. **Three hours lecture per week.**

554. ADMINISTRATION IN NURSING SERVICE 6 hours credit
Focus on the independent and interdependent functions of the nursing service administrator at various levels of decision making in an organization. Affords the opportunity to implement leadership strategies in selected clinical settings with a nursing service administrator as a mentor. Emphasizes the role of the advanced nurse practitioner as a change agent in planning, implementing and evaluating health care for rural families. **Prerequisite/corequisite:** BUAD ??? **Two hours seminar, 12 hours clinical practicum per week.**

556. CLINICAL NURSE SPECIALIZATION 6 hours credit
Focuses on the diverse clinical and organizational skills necessary for functioning effectively as a clinical nurse specialist in family nursing in varied clinical settings of a rural area. Affords the opportunity to gain expertise in conjunction with a qualified advanced nurse clinician role model and to develop in the leadership role as a family advocate and change agent. **Prerequisite/corequisite:** EDUC 472 or BIOL 552. **Two hours seminar, 12 hours clinical practicum per week.**

558. MANAGEMENT OF FAMILY HEALTH I 5 hours credit
Focuses on health maintenance and primary care of stable, chronic health problems of multicultural adult clients and their families. Uses clinical judgment including critical thinking and diagnostic reasoning as a basis for client management as a family nurse practitioner. Includes use of skilled therapeutic maneuvers appropriate for a family-based rural practice. Reflects competency in the healing role and monitors and ensures the quality of health care practice. **Prerequisite:** NURS 512. **Prerequisite/corequisite:** NURS 522. **Two hours lecture, 12 hours clinical per week for a total of 180 hours.**

559. MANAGEMENT OF FAMILY HEALTH II 5 hours credit
Focuses on health maintenance within multicultural childbearing and childbearing families. Includes prenatal and postpartal care during normal pregnancy and common complications of childbearing. Management of acute self-limiting and stable

chronic health problems that affect children's health and women's health are included. Uses clinical judgment including critical thinking and diagnostic reasoning as basis for client management as a family nurse practitioner. Includes use of skilled therapeutic maneuvers appropriate for a family based rural practice. Reflects competency in the healing role and monitors and ensures the quality of health care practice. **Prerequisites:** NURS 512. **Prerequisite/corequisite:** NURS 522. **Two hours lecture, 12 hours clinical per week for a total of 180 hours.**

580. SPECIAL TOPICS IN NURSING 1-3 hours credit
Intensive study of a selected topic relevant to nursing in rural areas. May be taken twice under different course subtitles recorded with the registrar. May be taken as independent study. **Prerequisite:** Consent of the graduate nursing program faculty member. **One-to-three hours lecture, zero-to-two hours lab per week.**

590. THESIS 1-3 hours credit
Provides an opportunity for the master's level student to conduct formal research related to nursing. Reflects a culminating research study as an independent project under the direction of a thesis chair and committee. Incorporates knowledge from research methodology and analysis learned throughout the program. Requires that the student demonstrate critical thinking, a proficiency in oral and written communication, and use of appropriate information technology. Traditional defense of thesis required. May be repeated; no limit to the number of repeats. **Prerequisites:** MATH 502, NURS 544, and permission of the instructor.

590. CAPSTONE PROJECT (Independent Study) 1-3 hours credit
Provides an opportunity for the master's level student to pursue a scholarly study of a clinical case, a topic or an issue relevant to the student's advanced practice role. Reflects a culminating synthesis of knowledge from graduate courses as an independent project under the direction of a project chair and committee. Requires that the student demonstrate critical thinking, a proficiency in oral and written communication, and use of appropriate information technology. Traditional defense of thesis required. May be repeated; no limit to the number of repeats. **Prerequisites:** MATH 502, NURS 544, and permission of the instructor.

Philosophy (PHIL)

402. THE PROBLEM OF GOD 3 hours credit
Involves students in thinking through the ultimate questions philosophy asks about God's nature and existence. Attention given to a variety of themes, including the relationship between God and nature, the personhood of God, atheism and the meaningfulness of human speech about God. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

403. EXISTENTIALISM 3 hours credit
Close look at the basic human problems of self, God and others as seen from the existentialist perspective. Major themes of alienation, authenticity, freedom, commitment and dread are traced from their roots in the 19th century philosophies of Kierkegaard and Nietzsche to contemporary expressions by Sartre, Camus, Heidegger and Buber, et al. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

406. PHILOSOPHY OF SCIENCE 3 hours credit
Critical examination of the philosophical problems common to the natural sciences, such as the nature of scientific laws and theories, and problems involved in scientific explanation. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

450. PHILOSOPHICAL CONCEPTS IN LITERATURE 3 hours credit
Examines a philosophical theme (e.g., existentialism, tragedy) as reflected in works of literature. Theme varies semester to semester. **Prerequisites:** ENGL 101, 102 and one philosophy course or consent of instructor. **Three hours per week.**

475. SEMINAR IN PHILOSOPHY 3 hours credit
Offers advanced students in philosophy an opportunity to research and reflect on an issue or theme more thoroughly and intensely than is possible in an ordinary course. Content varies semester to semester. May be repeated for credit with faculty approval. **Prerequisite:** Consent of instructor. **Three hours per week.**

490. INDEPENDENT STUDY 1-3 hours credit
Tutorial course in a specific problem of philosophy, a particular philosopher or a particular period of philosophy. Open to junior and senior students, conditional on faculty member's consent. May be repeated for credit with faculty approval. **Up to three hours per week.**

Physical Education (PHEC)

406. ADMINISTRATION AND ORGANIZATION 3 hours credit
Problems of administration structure and procedures, program planning, organization of physical education classes and departments, and organization of athletic programs. **Prerequisite:** PHEC 250 or consent of instructor. **Three hours per week.** (fall semester only)

413. ADVANCED TRAINING AND SPORTS MEDICINE 3 hours credit
Develops advanced knowledge of athletic injuries after the student has completed PHEC 313 or an equivalent. **Three hours per week.** (spring semester only)

415. CLINICAL ROTATION IN ATHLETIC TRAINING 3 hours credit
Exposes students to clinical situations which enhance their understanding of the etiologies pertaining to injuries, both athletic and non-athletic. Topics include recognition, treatment, care and rehabilitation of injuries. **Prerequisites:** PHEC 313, 413; HLTH 201. **Two hours lecture, seven hours clinical per week.** (spring semester only)

451. PSYCHOSOCIAL ASPECTS OF PHYSICAL EDUCATION 3 hours credit
Interaction of physical education (sports) with the psychology and sociological development of the individual. **Prerequisite:** PSYC 101 or consent of instructor. **Three hours per week.**

490. SELECTED TOPICS IN PHYSICAL EDUCATION 1-3 hours credit
Provides opportunities for short-term needs and interest of students/faculty. Affords avenue for curriculum experimentation and innovation at an advanced level. Student may earn a maximum of six credits. **Prerequisite:** Consent of instructor.

Political Science (POSC)

401. POLITICAL THEORY 3 hours credit
Survey of political thought based on the analysis of ideas of modern theorists, including the historical setting of major theories, their impact on political institutions and social changes and their contemporary significance. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

409. CAUSES OF WAR 3 hours credit
Explores theoretical explanations of international conflict. Major questions addressed are: What are the primary causes of war? How may war be prevented? **Prerequisite:** Junior/senior standing. **Three hours per week.**

411. INTERNATIONAL LAW 3 hours credit
Survey of the general principles and specific rules of international law as well as its recent trends and its relations to other aspects of international affairs. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

417. RUSSIA AND THE SOVIET UNION 3 hours credit
Political development of Russia from the Bolshevik Revolution and Stalinism through the Gorbachev period and collapse of the U.S.S.R. Emphasis on government structure, parties, ideology, political conflict and change. Exploration of political, social, economic, environmental and foreign policy problems of the new Russian state. **Prerequisites:** POSC 101 or 110. **Three hours per week.**

430. THE CONGRESS IN AMERICAN POLITICS 3 hours credit
Analysis of the structural characteristics and functions of the United States Congress. Factors influencing congressional decision making and the importance of Congress in American political process discussed. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

440. PUBLIC ADMINISTRATION 3 hours credit
Study of the basic characteristics of modern American governmental bureaucracies, as well as the important issues public administrators face. Exploration of administrative and organizational theories. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

480. STUDIES IN POLITICAL SCIENCE 3 hours credit
Intensive study of a specialized area of inquiry within the major subfields of political science: American government, international relations, comparative government, political theory and public policy. May be taken twice under different subtitles recorded with the registrar. **Prerequisites:** POSC 101 or 110, junior/senior class standing. **Three hours per week.**

490. INDIVIDUAL RESEARCH 3 hours credit
Advanced students, under the direction of a faculty member, pursue a research project involving an in-depth reading program or the collection and analysis of data from primary sources. May be taken twice under different subtitles recorded with the registrar. **Prerequisites:** POSC 101 or 110, junior/senior class standing, consent of instructor who will direct the study. **Three hours per week.**

Psychology (PSYC)

401. PHYSIOLOGICAL PSYCHOLOGY 3 hours credit
Presentation of advanced topics of physiological psychology including the morphological, neurochemical and physiological bases of behavior. **Prerequisite:** PSYC 211 and 301, or consent of instructor. **Three hours per week.**

403. MEASUREMENT AND EVALUATION IN PSYCHOLOGY 3 hours credit
Coverage of correlational techniques, reliability and validity. Psychological tests and questionnaires considered in terms of their measurement assumptions and utility. **Prerequisite:** PSYC 220 or consent of instructor. **Three hours per week.**

406. PSYCHOLOGY OF ATTITUDES AND ATTITUDE CHANGE 3 hours credit
Concerned with how attitudes are formed, measured and changed. Emphasis on the classical theories and new approaches to attitude formulation and change. **Prerequisite:** PSYC 306 or consent of instructor. **Three hours per week.**

407. PSYCHOLOGY OF PERSONALITY 3 hours credit
Survey of major theoretical approaches to the origin and development of human personality. **Prerequisite:** PSYC 101. **Three hours per week.**

408. HISTORY AND SYSTEMS IN PSYCHOLOGY**3 hours credit**

Study of basic integrating theories of psychology. **Prerequisite:** PSYC 211, 405 or 407 or consent of instructor. **Three hours per week.**

409. ENVIRONMENTAL PSYCHOLOGY**3 hours credit**

Study of the effects of the environment on human behavior. Consideration given to such topics as organizational structure and climate, architecture, population density and urban stress. **Prerequisite:** PSYC 101. **Three hours per week.**

410. MULTICULTURAL ISSUES IN PSYCHOLOGY**3 hours credit**

A study of the psychological impact of major cultural groups on the behavior, attitudes, thoughts and beliefs of individuals. **Prerequisite:** PSYC 101 or consent of instructor. **Three hours per week.**

415. MOTIVATION AND EMOTION**3 hours credit**

Survey of experimental findings and theory of processes that energize and direct behavior. **Prerequisites:** PSYC 101, 211. **Three hours per week.**

423. PSYCHOLOGY OF THE EXCEPTIONAL CHILD**3 hours credit**

Study of children who vary from the norm including the gifted, physically handicapped, mentally handicapped, socially handicapped, emotionally disturbed. **Prerequisite:** PSYC 300 or 320 or EDUC 300 or consent of instructor. **Three hours per week.**

430. LEARNING THEORY AND ITS APPLICATION**3 hours credit**

Acquaints students with the theoretical base and experimental data to support a united approach to human learning. Provides opportunities to directly apply learning theory to the education of the individual. **Prerequisites:** EDUC 300; PSYC 101, 211 (or equivalent); or consent of instructor. **Three hours per week.**

445. COGNITIVE PSYCHOLOGY**3 hours credit**

Study of human cognitive processing. Topics include perception, attention, memory, problem solving, language, reasoning and decision making. **Prerequisite:** PSYC 211. **Three hours per week.**

450. SENSATION AND PERCEPTION**3 hours credit**

Study of human sensory and perceptual systems with emphasis on vision. Perception treated from a physiological, behavioral and cognitive point of view. **Prerequisites:** PSYC 101, 211. **Three hours per week.**

465. PRINCIPLES AND TECHNIQUES OF GROUP THERAPY**3 hours credit**

Study of principles and techniques of group counseling/psychotherapy and their application. Includes a review of the psychological and historical development of group therapy and a study of the pertinent research. Discussions and role playing are important elements of this course. **Prerequisite:** Advanced standing. **Three hours per week.**

490. INDIVIDUAL DIRECTED STUDY**1-3 hours credit**

Enables advanced students to pursue, through observation, experimentation or library research, a topic of their choosing. May be repeated for a maximum of six credits. **Prerequisite:** Consent of department chair.

495. SELECTED TOPICS IN PSYCHOLOGY**1-3 hours credit**

Intensive study in a psychological therapeutic technique, person, developmental period or theory. May be repeated in different areas of study for a maximum of six hours credit. enrolling in any practicum course. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

503. CHILDHOOD PSYCHOPATHOLOGY**3 hours credit**

A study of behavioral problems in children and young people, ranging from mild personality disorders to psychoses. Special consideration given to symptoms, etiology and treatment. **Prerequisites:** Master's degree student and consent of instructor. **Three hours per week.**

505. PERSONALITY ASSESSMENT**3 hours credit**

Focuses on objective and projective personality assessment procedures, including questionnaires, situational tests, attitude scales and behavioral observation. **Prerequisites:** Admission to master's program in psychology or consent of program director, and PSYC 407. **Three hours per week.**

507. PSYCHOTHERAPY AND COUNSELING I**3 hours credit**

The implications for the theory and practice of counseling that might be derived from psychodynamics and interpersonal and experiential sources are studied. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

508. PSYCHOTHERAPY AND COUNSELING II**3 hours credit**

Acquaints the student with principles underlying learning and cognitive processes and their application to behavioral approaches to counseling and therapy. **Prerequisite:** PSYC 507 and consent of instructor. **Three hours per week.**

511. DIAGNOSTIC TESTS IN COUNSELING**3 hours credit**

A study of diagnostic tests in counseling and their relationship to therapeutic procedures in order to better understand clients and improve effectiveness. **Prerequisite:** Master's degree student. **Three hours per week.**

513. ADULT PSYCHOPATHOLOGY**3 hours credit**

Critical examination of issues related to the etiology, diagnosis and treatment of common and rare diseases. Emphasis on clinical decision making and diagnostic skills and understanding models of psychopathology. **Prerequisites:** Consent of instructor and PSYC 302 or equivalent. **Three hours per week.**

520. INDIVIDUAL INTELLIGENCE TESTING**3 hours credit**

Focuses on various individual intelligence and behavioral observation tests of children and adolescents. Emphasizes the administration and the reporting of individual intelligence test results. **Prerequisites:** Admission to the master's program in psychology or consent of program director and PSYC 403 or EDUC 532. **Three hours per week.**

521. PSYCHO-EDUCATIONAL ASSESSMENT**3 hours credit**

Focuses on theory, research findings and clinical applications of major testing instruments for the learning disabled, mentally retarded, emotionally disturbed and physically handicapped. **Prerequisite:** M.A. student. **Three hours per week.**

524. CLINICAL PRACTICUM I**3 hours credit**

First in a two-part series of practicum experiences, this course is designed to provide students with actual training experience in a variety of clinical settings. Includes individual supervision and a weekly seminar on counseling processes and issues related to the roles and functions of counselors and psychometrists. **Prerequisites:** Admission to master's degree program in psychology; consent of instructor; and completion of PSYC 500, 544, 507, 508. **Minimum of 10 hours per week plus supervision.**

525. CLINICAL PRACTICUM II**3 hours credit**

The second in a two-part series of practicum experiences, this course is designed to provide students with counseling and assessment practice with clients who have personal, social,

vocational and educational concerns. Includes individual supervision and a weekly seminar on counseling processes and/or assessment issues consistent with the role and function of counselor or psychometrist. **Prerequisites:** Consent of instructor and PSYC 524. **Minimum of 10 hours per week plus supervision.**

530. DIRECTED RESEARCH**3 hours credit**

Preparation of optional research project for students in Master of Education program concentrating in psychology. **Prerequisite:** Consent of department chair.

531. THESIS**3 hours credit****544. CLINICAL INTERVENTION SKILLS****3 hours credit**

Focuses on counseling as a communication process and covers such topics as the counseling relationships, verbal and nonverbal communication, helping stages, and therapeutic intervention strategies involved in the counseling process. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

555. EXPERIMENTAL DESIGN**3 hours credit**

In order to provide students with the necessary research tools to adequately determine the effectiveness of various treatment approaches, this course focuses on the assessment of designs for research questions. **Prerequisite:** PSYC 560 or consent of instructor. **Three hours per week.**

560. STATISTICAL ANALYSIS OF EXPERIMENTS**3 hours credit**

A coverage of the statistical procedures necessary to test hypotheses. Topics to be covered will include test of a single parameter and the differences between two or more parameters. **Prerequisite:** Master's degree student. **Three hours per week.**

566. ADVANCED GROUP THEORY AND PRACTICE**3 hours credit**

Students receive training and knowledge in the areas of theoretical models for groups, techniques and exercises in facilitating the group process, practice in groups and self-analysis experiences. **Prerequisite:** PSYC 465. **Three hours per week.**

575. GRADUATE SEMINAR ON AGING**3 hours credit**

An intensive survey of some aspects of human aging. Covers theories, retirement, middle age problems, work, leisure, physical aspects of aging, education and opportunities for the aged. Designed to make students sensitive to the needs of the aged. **Three hours per week.**

Social Science (SOSC)**400. CURRENT PROBLEMS****3 hours credit**

Study made of either general or special topics of our times, considered from the historic aspect and the present social and cultural setting in which they occur. **Three hours per week.**

Social Work (SOWK)**450. SOCIAL WORK WITH FAMILIES AND CHILDREN****3 hours credit**

Survey of child welfare services and examination of current policies in social work for children and their families. Consideration of practice issues in protective services, in-home services to families and substitute care including adoption and foster care. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

455. SUBSTANCE ABUSE: ISSUES AND SERVICES**3 hours credit**

Study of alcohol and drug abuse. Topics include theoretical

perspectives on abuse, pharmacological characteristics of commonly abused substances, and stages of dependence and addiction. Overview of societal response to substance abuse including law enforcement, treatment, rehabilitation and prevention. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

460. SOCIAL WORK IN CORRECTIONS**3 hours credit**

Social work interventions in a variety of correctional settings. Focuses on professional role in court and correctional procedures within institutional and community-based programs. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

465. SOCIAL WORK IN HEALTH CARE**3 hours credit**

Explores the role of social work practice in various health care settings. Emphasis on the changing concepts of health and illness. Evaluates the nature of health care organizations, funding mechanisms and ethical dilemmas in social work health care. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

470. SOCIAL WORK IN MENTAL HEALTH**3 hours credit**

Investigates the role of the social work profession within the mental health delivery system utilizing a generalist social work approach. Social work and mental health concepts, policies, research methods and program development examined in social service agencies, community mental health facilities and institutional accommodations. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

484. SOCIAL WORK AND THE LAW**3 hours credit**

Study of social welfare, family, consumer law and the legal authority of social agencies to make regulations. Guidelines for court testimony and rules of evidence presented. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

499. SPECIAL TOPICS**1-3 hours credit**

Provides opportunities for investigating special themes or issues of interest to students and the social work profession. May be repeated once under a different subtitle. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

Sociology (SOCI)**409. SOCIOLOGY OF EDUCATION****3 hours credit**

Analysis of public education as a bureaucratic social institution, the countervailing community power structure and the professional role of the educator. **Three hours per week.**

421. THEORY I, FOUNDATIONS OF SOCIOLOGICAL THEORY**3 hours credit**

An analysis of the historical antecedents and contemporary profiles of sociological theory emphasizing major figures and dominant paradigms. **Prerequisite:** SOCI 101 or consent of instructor. **Three hours per week.**

422. THEORY II, CONTEMPORARY SOCIOLOGICAL THEORY**3 hours credit**

An analysis of the current state and future directions of sociological theory. **Prerequisite:** SOCI 101 or consent of instructor. **Three hours per week.**

499. SPECIAL TOPICS**3 hours credit**

Number reserved for courses approved as an experimental response to student interest or community need. May be repeated once under a different subtitle recorded with the registrar. **Prerequisite:** SOCI 101 or consent of the instructor. **Three hours per week.**

516. INDIVIDUAL DIRECTED STUDY**3 hours credit**

Intensive study in a specific area of sociology agreed upon by student and faculty. May be repeated once under a different

subtitle recorded with the registrar. **Prerequisite:** Six hours in sociology, a concentration in sociology and consent of instructor who will direct the study.

Spanish (SPAN)

405. SPECIAL PROBLEMS ON SPANISH

1-6 hours credit

Individual study of special areas in Spanish linguistics, such as phonetics and diction in the history and evolution of the language or in Spanish and Latin American literature. Advice and direction from a member of the department required. May be repeated by same student with new content. **Prerequisite:** SPAN 320, 321 or consent of department chair.

412. SPANISH LITERATURE OF THE GOLDEN AGE

3 hours credit

Study of selected masterpieces of Spanish literature of the Siglo de Oro. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

415. 19TH AND 20TH CENTURY SPANISH LITERATURE

3 hours credit

A study of the development of movements in Spanish literature of this period through selected works of outstanding authors. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

417. 19TH AND 20TH CENTURY

SPANISH AMERICAN LITERATURE 3 hours credit

A study of the development of movements in Spanish American literature of the 19th and 20th centuries. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

418. CONTEMPORARY LITERATURE IN SPANISH

3 hours credit

A study of selected contemporary works in Spanish. Selection varies from year to year. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

495. SPANISH FOR PROFESSIONAL AND SERVICE PERSONNEL I

3 hours credit

Students develop fluency in spoken and written Spanish. Situational dialogues in cross-cultural settings underline practical intent. Specific applicability for migrant teachers, social workers, business and hospital personnel. **Three hours per week.**

496. THE BILINGUAL, BICULTURAL CLASSROOM

3 hours credit

Preparation for those in education whose work may involve contact with students and parents from different language and cultural backgrounds, with emphasis on the problems and needs of the Spanish-speaking child. Studies include cross-cultural communication, survival skills in Spanish and culturally relevant materials. **Three hours per week.**

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Beth E. Barnett—Dean, Samuel W. and Marilyn C. Seidel School of Education and Professional Studies

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Master of Education

Master of Education in School Administration

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B.S., Salisbury State University; Ph.D., University of Delaware
- ASIF SHAKUR**, Associate Professor of Physics and Department Chair
B.S., M.S., University of Karachi (Pakistan); M.S., Ph.D., University of Calgary (Canada)
- KATHLEEN SHANNON**, Associate Professor of Mathematics and Computer Science
B.S., College of Holy Cross; M.S., Ph.D., Brown University
- SARAH E. SHARBACH**, Assistant Professor of History
B.A., M.A., Ph.D., University of Washington
- FRANK M. SHIPPER**, Professor of Management
B.S.M.E., West Virginia University; M.B.A., Ph.D., University of Utah
- DONALD L. SINGLETON**, Professor of Communication Arts
B.A., University of North Carolina at Chapel Hill; M.A., University of California Los Angeles; Ph.D., University of Oklahoma
- BRENT R. SKEETER**, Associate Professor of Geography and Regional Planning
B.S., Salisbury State University; M.A., University of Georgia; Ph.D., University of Nebraska-Lincoln
- CLARA L. SMALL**, Associate Professor of History
B.A., M.A., North Carolina Central University; M.A., St. John's College; Ph.D., University of Delaware
- KENNETH J. SMITH**, CPA (Maryland), Professor of Accounting and Acting Chair, Department of Economics and Finance
B.S., Towson State University; M.B.A., Loyola College; D.B.A., George Washington University
- ROBERT M. SPERY**, Assistant Professor of Legal Studies
B.S., Fairmount State College; J.D., West Virginia University
- GERALD R. ST. MARTIN**, Associate Professor of Modern Languages
B.A., Assumption College; M.A., Ph.D., University of Minnesota
- EDWARD J. STEFFES**, Associate Professor of Sociology and Department Chair
B.A., St. Vincent College; M.A., Ph.D., University of Pittsburgh
- POLLY STEWART**, Professor of English
B.A., University of Utah; D.A., Ph.D., University of Oregon
- NATALIA MARIA HOENIGMANN STOVALL**, Professor of Psychology
B.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of North Carolina at Greensboro
- JUDITH M. STRIBLING**, Assistant Professor of Biological Sciences
B.A., Goucher College; B.S., Salisbury State University; M.S., Ph.D., University of Maryland Eastern Shore
- BART R. TALBERT**, Assistant Professor of History
B.A. (History), B.A. (Political Science), Salisbury State University; M.A., James Madison University; Ph.D., University of Alabama
- ROBERT M. TARDIFF**, Professor of Mathematics and Computer Science and Department Chair
B.S., St. Martin's College; M.A., Ph.D., University of Massachusetts
- DEBRA H. PANIAN THATCHER**, Assistant Professor of Education
B.A., University of Wyoming; M.Ed., Ph.D., University of South Carolina
- CALVIN R. THOMAS**, Associate Professor of Geography and Regional Planning and Department Chair
B.S., Indiana University of Pennsylvania; M.S., Ph.D., University of Tennessee
- G. RAY THOMPSON**, Professor of History and Department Chair
B.A., Fort Hays State University; M.A., Ph.D., University of Kansas
- MARVIN G. TOSSEY**, Associate Professor of Social Work and Department Chair
B.A., M.S.W., Ohio State University; Ph.D., University of Maryland at Baltimore

JOHN L. TYVOLL, Associate Professor of Chemistry
B.S., Ph.D., University of Southern Mississippi

RONALD R. ULM, Professor of Psychology
B.A., Kent State University; M.A., Temple University; Ph.D., University of Delaware

ELICHIA A. VENSO, Associate Professor of Biological Sciences/Environmental Health Science
B.S., Texas A&I University; M.S., Ph.D., University of Texas at Houston

LORETTA STOOPS VERPLAETSE, Assistant Professor of English
B.A., University of Illinois Urbana; M.S.Ed., Syracuse University; Ph.D., Boston University

BARBARA WAINWRIGHT, Associate Professor of Mathematics and Computer Science
B.S., M.Ed., Salisbury State University; M.S., Ph.D., University of Delaware

CATHERINE M. WALSH, Assistant Professor of Nursing
B.A., Hobart and William Smith Colleges; B.S., M.S., Salisbury State University; Ph.D., University of Maryland College Park

MICHAEL WATERS, Professor of English
B.A., M.A., State University of New York College at Brockport; M.F.A., University of Iowa; Ph.D., Ohio University

JAMES M. WELSH, Professor of English
B.A., Indiana University; M.A., Ph.D., University of Kansas

JOHN P. WENKE, Professor of English
B.A., University of Notre Dame; M.A., Ph.D., University of Connecticut

RAYMOND A. WHALL JR., Professor of English and Director of Thomas E. Bellavance Honors Program
B.A., Canisius College; M.A., California State University, Long Beach; Ph.D., University of Colorado

ARLENE F. WHITE, Associate Professor of Modern Languages and Department Chair
B.A., Thiel College; M.A., Millersville State University; Ed.D., University of Maryland College Park

IVEN EUGENE WHITE, Assistant Professor of Psychology
B.A., Southern Arkansas University; M.A., Kansas State University; M.A., Salisbury State University; Ph.D., University of Maryland College Park

GEORGE I. WHITEHEAD III, Professor of Psychology and Department Chair
B.A., Trinity College; M.A., C.W. Post College; Ph.D., University of Massachusetts

ELLEN V. WHITFORD, Associate Professor of Education and Department Chair
B.A., University of Delaware; M.Ed., Beaver College; Ed.D., Rutgers University

JEANNE E. WHITNEY, Assistant Professor of History
B.A., Simmons College; M.A., College of William and Mary; Ph.D., University of Delaware

THEODORE WIBERG, Associate Professor of Health Sciences/Respiratory Therapy
B.S., Shippensburg University of Pennsylvania; M.A., Central Michigan University; Ph.D., University of Maryland College Park

JOHN T. WOLINSKI, Professor of Education
B.A., M.A., Rowan College of New Jersey; Ph.D., Florida State University

HARRY E. WOMACK, Professor of Biological Sciences
B.S., M.S., University of Georgia; Ph.D., Auburn University

JOHN W. WULFF, Professor of Education
B.A., State University of New York College at New Paltz; M.A., Ed.D., Teacher's College, Columbia University

WILLIAM F. ZAK, Professor of English
B.A., Boston College; M.A., Lehigh University; Ph.D., University of Michigan

RAY H. ZEIGLER, Associate Professor of Music
B.A., M.Ed., D.Ed., Pennsylvania State University

INSTRUCTIONS FOR COMPLETING THE APPLICATION FOR ADMISSION TO GRADUATE STUDY

Only those individuals who have the permission of the school dean, or who have completed requirements for the bachelor's degree at an accredited institution of higher learning, are eligible to register for graduate credit. In order for graduate credit to be awarded, a student must apply for admission to graduate study and be accepted. Admission to graduate study does not constitute admission to a degree program. Requirements for admission to master's degree programs vary with the departments concerned. Information on requirements is available upon request from the appropriate departments.

NEW FIRST-TIME GRADUATE STUDENTS must complete and return the Application for Admission to Graduate Study before course registration forms can be processed. Also such students must have official copies of all undergraduate and graduate transcripts (these must come directly from the respective institution to the Admissions Office) sent directly to the Admissions Office, Salisbury State University, 30 days prior to the beginning of the semester the student intends to enroll. Additionally, those whose native language is other than English must submit satisfactory scores of the Test of English as a Foreign Language (TOEFL) to the Admissions Office before admission to graduate studies can be granted.

PREVIOUSLY ADMITTED GRADUATE STUDENTS WHO HAVE NOT ENROLLED DURING A CALENDAR YEAR must reapply and submit an Application for Admission to Graduate Study, together with a check in the amount of \$30, to the Admissions Office, Salisbury State University, prior to the beginning of the semester the student intends to enroll. The Residency/Domicile Information Form must also be resubmitted, if applicable.

STUDENTS MAY REGISTER FOR GRADUATE CREDIT EVEN IF THEY ARE NOT IN GRADUATE DEGREE PROGRAMS provided they are admitted to graduate study. Requirements for admission to master's degree programs vary with the departments concerned.

SALISBURY STATE UNIVERSITY ADMISSIONS APPLICATION FOR GRADUATE STUDY

Office of Admissions, 1101 Camden Avenue, Salisbury, Maryland 21801-6862 • 410-543-6161

SOCIAL SECURITY NO. _____ TERM APPLIED ☐ Winter ☐ Spring ☐ Summer ☐ Fall Year

NAME _____
last first middle maiden

PERMANENT ADDRESS _____
street address/box number

PHONE () _____
city state county zip code country (if not USA)
home work local

LOCAL ADDRESS _____
(write "same" if same) street address/box number

city state county zip code

SEX: ☐ MALE ☐ FEMALE DATE OF BIRTH _____ month day year CITIZENSHIP: ☐ USA ☐ RESIDENT (Non-Citizen) ☐ VISA

ETHNIC GROUP: (OPTIONAL) ☐ (1) AFRICAN-AMERICAN ☐ (2) AMERICAN INDIAN ☐ (3) ASIAN (OR PACIFIC ISLANDER) ☐ (4) HISPANIC ☐ (5) WHITE

Are you eligible to be considered a Maryland resident for tuition purposes? ☐ No ☐ Yes, completed Residency Form is included.

INTENDED PLAN OF STUDY

- | | | |
|--|--|---|
| <input type="checkbox"/> Non-Degree
<input type="checkbox"/> M.A.-English
<input type="checkbox"/> M.A.-History
<input type="checkbox"/> M.A.-Psychology
<input type="checkbox"/> M.B.A.
<input type="checkbox"/> Nursing
<input type="checkbox"/> M.S.
<input type="checkbox"/> Administrative Track
<input type="checkbox"/> Clinical Specialist Track
<input type="checkbox"/> Family Nurse Practitioner Track
<input type="checkbox"/> Accelerated B.S.-M.S.
<input type="checkbox"/> Post Masters F.N.P. | <input type="checkbox"/> Master of Arts in Teaching
<input type="checkbox"/> Master of Education in School Administration
<input type="checkbox"/> Master of Education Tracks:
<input type="checkbox"/> Early Childhood Education
<input type="checkbox"/> Elementary Education
<input type="checkbox"/> Post Secondary Education
<input type="checkbox"/> Reading | M.Ed. Tracks (continued)
<input type="checkbox"/> Middle/Secondary Education
<input type="checkbox"/> English
<input type="checkbox"/> History
<input type="checkbox"/> Mathematics
<input type="checkbox"/> Music
<input type="checkbox"/> Science |
|--|--|---|

Undergraduate College or University _____ State _____ Degree _____ Date Received _____

Have you taken courses at SSU previously? ☐ Yes ☐ No ☐ Undergraduate ☐ Graduate
 Have you taken graduate courses at another institution previously? ☐ Yes ☐ No If yes, submit official transcripts and complete the following:

Graduate College or University _____ State _____ Degree _____ Date Received _____

Signature of Applicant _____ Date _____

Send completed application along with a \$30 nonrefundable application fee to: Salisbury State University, Office of Admissions, 1101 Camden Avenue, Salisbury, Maryland 21801-6862. Enclosed is the \$30 payment in the form of: ☐ Cash (in-person only); ☐ Check; ☐ Money order; ☐ Visa or ☐ MasterCard:

Credit card number _____ Expiration date (mmyy) _____

Authorized signature _____ Authorized name as appears on the card _____

Office of Admissions, 1101 Camden Avenue, Salisbury, Maryland 21801-6862 • 410-543-6161 • toll free at 888-543-0148

Applicant's last name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Social Security number

			-			-					
--	--	--	---	--	--	---	--	--	--	--	--

First name

--	--	--	--	--	--	--	--	--	--	--	--	--

Middle initial

--

Semester applying for

A. Are ☐ you, ☐ your spouse, or ☐ either of your parents (check one) a regular employee of the University System of Maryland and reside outside of Maryland?
☐ Yes ☐ No If yes, please attach letter of verification from the Human Resources Office of the campus at which you are employed.

C. Do you receive any type of financial aid (loan, scholarship, grant) from a state other than Maryland? ☐ Yes ☐ No If yes, from which state? _____

E. On whom will you be financially dependent for your educational and living expenses while attending SSU? _____

1. Have you been claimed as a dependent on a federal and/or state income tax return? ☐ Yes ☐ No
2. Has another person or persons provided one-half or more of your financial support? ☐ Yes ☐ No
3. If the answer to either 1 or 2 above is "yes," provide the following information about the persons claiming you and/or providing your financial support. If you answered "no" to both 1 and 2, proceed to questions G-P and complete the information based on yourself.

The following questions **MUST** be answered by the person indicated in F-3 above. If question F-3 is blank, the applicant **MUST** answer these questions.

City _____ State _____ Zip _____ Telephone (____) _____

Length of time you have lived at your current address: From ____-____-____ to ____-____-____
If less than 12 months, list previous address: _____

Street Address _____ City _____ State _____ Zip _____

Length of time at previous address: From ____ - ____ - ____ to ____ - ____ - ____

H. Are you a citizen of the United States? ☐ Yes ☐ No If no, type of visa _____ Attach copy of visa if not for "F" or "J" visa

Expiration Date - - Alien Registration Number Date Issued - -

I. In which state are substantially all your possessions? _____ J. In which state are you registered to vote? _____ Date of registration _____

K. From which state do you hold a valid driver's license? _____ License Number _____

How long have you held a driver's license issued in the state of Maryland? _____

L. Are all owned motor vehicles registered in Maryland? ☐ Yes ☐ No Original date of registration(s) ____-____; ____-____
Most recent date of registration ____-____; ____-____

M. Have you paid Maryland income tax for most recent year on all earned income including all taxable income earned outside the state? ☐ Yes ☐ No

N. List the state(s) and year(s) in which you have filed income tax for the last three years: State ____ Year ____; State ____ Year ____; State ____ Year ____
If you did not file a tax return in Maryland within the last 12 months, state reason: _____

O. If employed, is Maryland income tax currently being withheld? ☐ Yes ☐ No

P. Did you receive public assistance from any state other than Maryland? ☐ Yes ☐ No

I certify that the information on this application is complete and correct. I understand that incomplete information will result in non-resident tuition rates. Should any information provided be found inaccurate after Maryland residency has been approved, the University reserves the right to bill for the difference between non-resident and resident rates for all semesters where resident tuition was inappropriately charged.

Signature of Person Indicated in F-3 Above

Date _____

POLICY ON STUDENT RESIDENCY CLASSIFICATION FOR ADMISSION, TUITION AND CHARGE DIFFERENTIAL PURPOSES

I. Policy

It is the policy of the Board of Regents of the University System of Maryland to recognize the categories of in-state and out-of-state students for purposes of admission, tuition and charge differentials at those institutions where such differentiation has been established. The student is responsible for providing the information necessary to establish eligibility for in-state resident status. Students who are financially independent or financially dependent, as defined herein, shall have their residency classification determined on the basis of permanent residence, which, for purposes of this policy, shall be determined by the criteria set forth in I.A-E below. Students will be assigned in-state status for admission, tuition and charge differential purposes only if the student (if financially independent) or the student's parent, guardian or spouse (in the case of a financially dependent student) fulfill all of the following:

A. For at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies, the student (if financially independent) or the student's parent, guardian or spouse (if financially dependent) MUST:

1. own and continuously occupy or rent and continuously occupy living quarters in Maryland. There must exist a genuine deed or lease in the individual's name reflecting payments/rents and terms typical of those in the community at the time executed. Persons not having such a lease may submit an affidavit reflecting payments/rents and terms as well as the name and address of the person to whom payments are made, which may be considered as meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse;

2. maintain within Maryland substantially all personal property;

3. pay Maryland income taxes on all earned taxable income including all taxable income earned outside the state;

4. receive no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland;

5. have a legal ability under federal and Maryland law to reside permanently in Maryland without interruption.

B. For at least 11 consecutive months immediately prior to and including the last date available to register for courses in the semester for which the application applies, the student (if financially independent) or the student's parent, guardian or spouse (if financially dependent) must:

1. register all owned motor vehicles in Maryland; and

2. obtain a valid driver's license issued by the State of Maryland, if licensed to drive in any other jurisdiction.

C. Within the 12 consecutive months immediately prior to and including the last date available to register for courses in the semester for which the application applies, the student (if financially independent) or the student's parent, guardian or spouse (if financially dependent) must register to vote in Maryland, if registered in any other jurisdiction.

D. A financially dependent student classified as in-state loses that status at such time as the student no longer meets on or more of the criteria set forth in I.A-C. A financially dependent student classified as in-state loses that status at such time as the parent, guardian or spouse on whom the status was based no longer meets one or more of those criteria.

E. In-state status based on permanent residence is lost at any time a financially independent student establishes a permanent residence outside the state of Maryland. If the parent, guardian or spouse through whom a financially dependent student has attained in-state status establishes a permanent residence outside the state of Maryland, the in-state status is lost. In each instance, the student will then be assessed out-of-state tuition and charges beginning the next semester or session.

F. In addition, persons in the following categories of students shall be accorded the benefits of in-state status for the period in which any of the following conditions apply:

1. a full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland;

2. the spouse or dependent child of a full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland;

3. a full-time active member of the Armed Forces of the United States whose home of residence is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person;

4. for UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty; and

5. a graduate assistant appointed through the University System of Maryland for the semester/term of the appointment (except through prior arrangement, status is applicable only for enrollment at the institution awarding the assistantship).

G. Students not entitled to in-state status under the preceding paragraphs shall be assigned out-of-state status for admission, tuition and charge differential purposes

II. Procedures

A. An initial determination of in-state status will be made by the University at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in residency status must be requested by submitting a University System of Maryland "Petition for Change in Residency Classification for Admission, Tuition and Charge Differential." A student applying for a change to in-state status must furnish all required documentation with the petition by the last published date to register for the forthcoming semester/term for which a residency classification is sought.

C. The student shall notify the institution in writing within 15 days of any change of circumstances which may alter in-state status.

D. In the event incomplete, false or misleading information is presented, the institution may, at its discretion, revoke in-state status and take other disciplinary actions provided for by the institution's policy. If in-state status is gained due to false or misleading information, the University reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

E. Each institution of the University System of Maryland shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the president or designee has the authority to waive any residency criterion as set forth in Section I, if it is determined that application of the criteria creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

III. Definitions

A. Financially Dependent: For purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes, or who receives more than one-half of his or her support from a parent, legal guardian or spouse during the 12-month period immediately prior to the last published date for registration for the semester or session. If a student receives more than one-half of his or her support in the aggregate from a parent and/or legal guardian and/or spouse, the student shall be considered financially dependent on the person providing the greater amount of support. The dependent relationship must have formally existed by legally contracted marriage or court order recognized under the laws of the State of Maryland for at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies.

B. Financially Independent: A financially independent student is one who declares to be financially independent as defined herein; does not appear as a dependent on the federal or state income tax returns of any other person; receives less than one-half of his or her support from another person(s); and demonstrates that he or she provides through self-generated support one-half or more of his or her total expenses.

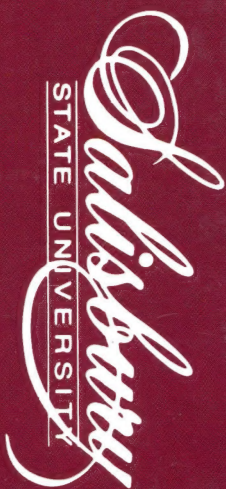
C. Parent: A parent may be a natural parent or, if established by a court order recognized under the laws of the State of Maryland, an adoptive parent.

D. Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.

E. Spouse: A spouse is a partner in a legally contracted marriage as recognized under the laws of the State of Maryland.

F. Self-generated: Describes income which is derived solely from compensation for an individual's own efforts as evidenced, for example by federal or state W-2 forms or IRS Form 1099 where interest income is based upon finances created from one's own efforts. For the purposes of this policy, grants, stipends, awards, benefits, loans and gifts (including federal and state aid, grants and loans) may not be used as self-generated income.

G. Regular Employee: A regular employee is a person employed by the University System of Maryland who is assigned to a state budget line. Examples of categories NOT considered regular employees are graduate assistants, contingent employees if and when needed, and temporaries.



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Salisbury, Maryland 21801-6860

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